

Notice of Meeting and Agenda Education Policy Board

Date	Time	Venue
Thursday, 05 March 2015	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Board Membership

Reverend Graeme Clark: Mr Iain Keith: Mr Jack Nellaney: Councillor
Maria Brown: Councillor Bill Brown: Councillor Lorraine Cameron:
Councillor Roy Glen: Councillor Paul Mack: Councillor Mark Macmillan:
Councillor Iain McMillan: Councillor Alexander Murrin: Councillor Allan
Noon: Councillor Bill Perrie: Councillor Jim Sharkey: Councillor Maureen
Sharkey: Councillor Tommy Williams:

Councillor Jacqueline Henry (Convener); Councillor Stuart Clark (Depute
Convener)

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.

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.gov.uk/agendas.

For further information, contact democratic-services@renfrewshire.gov.uk.

Items of business

During consideration of the following items of business, the meeting will be open to the press and public.

Apologies

Apologies received from members of the Board.

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
Report by Directors of Finance & Resources and Children's Services. | 7 - 14 |
| 2 | Capital Budget Monitoring Report
Report by Director of Finance & Resources. | 15 - 20 |
| 3 | Service Improvement Plan 2014/17 Outturn Report
Report by Director of Children's Services. | 21 - 134 |
| 4 | Consultation Responses | |
| (a) | Response to proposal to consult on a catchment review affecting St Anne's and St James' (Renfrew) Primary Schools
Report by Director of Children's Services. | 135 - 160 |
| (b) | Response to proposal to consult on a catchment review affecting St Fillan's and Our Lady of Peace Primary Schools
Report by Director of Children's Services. | 161 - 190 |
| (c) | Response to proposals to consult on the relocation of St Fergus' Primary School to a new school building and a catchment review affecting St Fergus' and St Mary's Primary Schools
Report by Director of Children's Services. | 191 - 222 |

5 Education Scotland Inspection Reports

- (a) **Hugh Smiley Pre-5 Centre Paisley** 223 - 232
Report by Director of Children's Services.
- (b) **Foxlea Pre-5 Centre Paisley** 233 - 242
Report by Director of Children's Services.
- 6 **Engaging with Parents (Reporting on Pupil Progress)** 243 - 252
Report by Director of Children's Services.
- 7 **Home to School Transport - Eligibility List Update** 253 - 256
Report by Director of Children's Services.
- 8 **Distribution of Funding to Support Services for Children and Families - Out-of-School Care Support 2015/16** 257 - 270
Report by Director of Children's Services.
- 9 **Distribution of Funding to Support Services for Children and Families - Pre-Five Voluntary Sector Grants 2015/16** 271 - 276
Report by Director of Children's Services.
- 10 **Distribution of Funding to Support Services for Children and Families - Funding Allocation for 2015/16** 277 - 282
Report by Director of Children's Services.
- 11 **School Holiday Arrangements School Session 2016/17** 283 - 296
Report by Director of Children's Services.
- 12 **Workforce Planning** 297 - 302
Report by Director of Children's Services.

To: Education Policy Board

On: 5 March 2015

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

Heading: Revenue Budget Monitoring to 2 January 2015

1. **Summary**

1.1 Gross expenditure is £32,000 (0.0%) over budget and income is £32,000 (1.5%) over recovered resulting in a **net breakeven** for the service reporting to this Policy Board. This is summarised over the relevant services in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Education Services	Breakeven	-	Breakeven	-

2. **Recommendations**

2.1 Members are requested to note the budget position.

2.2 Members are requested to note there have been net budget realignments of £182,765 processed since the last report. This is primarily related to £130,000 drawdown from Invest in Renfrewshire funds in relation to Youth Employability together with transfers to the corporate landlord and the realignment of Non Domestic Rates budgets.

3. **Education Services**

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

3.1 **Central Admin:**
Current position: **Net overspend £117,000**
Previously reported: ***Net overspend £77,000***

The main reasons for the overspend in this service area include additional staffing costs, disclosure and SEEMIS subscription costs and the net cost of hosting the Mission Discovery project. This is expected to continue to the year end and will be met from underspends in other service areas.

3.2 **Additional Support for Learning:**
Current position: **Net overspend £183,000**
Previously reported: ***Net overspend £164,000***

The main reasons for the overspend include transport costs, due to increased cost and distances travelled, and additional posts to meet service demands. This is expected to continue to the year end, and will be met from underspends in other service areas.

3.3 **Primary Schools:**
Current position: **Net overspend £87,000**
Previously reported: ***Net overspend £30,000***

The overspend relates to staffing costs within the central cover budget and is partly offset by an underspend in SPT transport costs. This is expected to continue to the year end, and will be offset by underspends in other service areas.

3.4 **Secondary Schools:**
Current position: **Net underspend £392,000**
Previously reported: ***Net underspend £282,000***

Underspends in transport costs and teachers' salaries are partly offset by an overspend in SQA presentations. This is expected to continue to the year end, and will offset overspends in other service areas.

3.5	Special Schools:	
	Current position:	Net overspend £83,000
	Previously reported:	Net overspend £73,000

The overspend relates to staffing costs within the central cover budget and is expected to continue to the year end. It will be offset by underspends in other service areas.

3.7	Facilities Management:	
	Current position:	Net underspend £78,000
	Previously reported:	Net underspend £62,000

The underspend relates to a reduction in various property costs and contractors. This is expected to continue to the year end and will offset overspends in other service areas.

3.8 **Projected Year End Position**

It is anticipated that there will be a requirement to carry forward to future years some unused 2014-15 resources in relation to the Early Years Strategy in order to maintain its delivery over a number of years. After taking account of this carry forward, it is anticipated that Education 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

Author: David Forbes, Extension 6424

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2014/2014
 1st April 2014 to 02 January 2015

POLICY BOARD : EDUCATION : EDUCATION SERVICES

Description (1)	£000's	Revised Annual Budget (2)	£000's	Revised Period Budget (3)	£000's	Actual (4)	£000's	Adjustments (5)	£000's	Revised Actual (6) = (4 + 5)	£000's	Budget Variance (7)	%	Budget Variance
Employee Costs	98,661	69,653	71,318	(1,578)	69,740	(87)	overspend							
Property Costs	8,290	7,184	7,136	(1)	7,135	49	underspend							
Supplies & Services	2,177	1,937	1,956	0	1,956	(19)	overspend							
Contractors and Others	3,199	2,060	1,961	0	1,961	99	underspend							
Transport & Plant Costs	4,844	3,325	3,348	0	3,348	(23)	overspend							
Administration Costs	21,209	463	447	0	447	16	underspend							
Payments to Other Bodies	23,207	14,659	14,726	0	14,726	(67)	overspend							
CFCR	4,855	49	49	0	49	0	breakeven							
Capital Charges	15,038	0	0	0	0	0	breakeven							
GROSS EXPENDITURE	181,480	99,330	100,941	(1,579)	99,362	(32)	overspend							
Income	(14,115)	(2,202)	(2,172)	(62)	(2,234)	32	over-recovery							
NET EXPENDITURE	167,365	97,128	98,769	(1,641)	97,128	0	breakeven							

£000's

0.0%

Bottom Line Position to 02 January 2015 is breakeven of

0.0%

Anticipated Year End Budget Position is breakeven of

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2014/2014
1st April 2014 to 02 January 2015

POLICY BOARD : EDUCATION : EDUCATION SERVICES	
Description (1)	£000's
Central Administration	902
Pre-Five Service	15,635
Primary Schools	54,792
Secondary Schools	74,114
Special Schools	7,657
Schools Support Services	0
SPS	0
Community Learning & Dev	1,424
Healthy Lifestyles	1,000
Add Support for Learning (ASL)	9,677
Facilities Management	322
Educational Development	1,152
Psychological Services	690
NET EXPENDITURE	167,365

Revised Period Budget (3)	£000's
	1,205
	9,179
	30,495
	44,361
	4,585
	0
	0
	923
	554
	4,459
	148
	748
	471
	97,128

Actual (4)	£000's
	1,322
	9,179
	30,482
	44,154
	4,668
	0
	0
	923
	531
	6,221
	70
	748
	471
	98,769

Adjustments (5)	£000's
	0
	0
	100
	(185)
	0
	0
	0
	0
	923
	554
	23
	(1,579)
	(1,641)

Revised Actual (6) = (4 + 5)	£000's
	1,322
	9,179
	30,582
	43,969
	4,668
	0
	0
	923
	554
	4,642
	70
	748
	471
	97,128

Budget Variance (7)		
£000's	%	
(117)	-9.7%	overspend
0	0.0%	breakeven
(87)	-0.3%	overspend
392	0.9%	underspend
(83)	-1.8%	overspend
0	0.0%	breakeven
(183)	-4.1%	overspend
78	52.7%	underspend
0	0.0%	breakeven
0	0.0%	breakeven
0	0.0%	breakeven

£000's
0
0

Bottom Line Position to 02 January 2015 is breakeven of
Anticipated Year End Budget Position is breakeven of

To: EDUCATION POLICY BOARD

On: 5 MARCH 2015

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

1.1 Capital expenditure to 2nd January totals £4.062m compared to anticipated expenditure of £4.194m for this time of year. This results in an under-spend position of £0.132m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Education Services	£0.132m u/spend	3% u/spend	£0.511m u/spend	12% u/spend
Total	£0.132m u/spend	3% u/spend	£0.511m u/spend	12% u/spend

1.2 The 3% under-spend in Education Services is primarily due to the St James Primary School project which is due to timing of contractor's payments, however the programme is still expected to fully spend. Phase 1 of the St James project is now complete and Phase 2 is expected to complete in Spring 2015.

1.3 The expenditure total of £4.062m represents 48% 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.

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 in conjunction with the Chief Executive and the Director of Education & Leisure Services.

3.2 This capital budget monitoring report details the performance of the Capital Programme to 2nd January 2015, and is based on the Capital Investment Programme which was approved by members on 13th February 2014, and adjusted for movements since its approval.

4. **Budget Changes**

4.1 Since the last report budget changes totalling £0.365m have arisen which are the result of:-

- Re-profiling from 2015/16 to 2014/15 of the East Fulton Primary School Adaptation Programme (£0.020m), reflecting the expected delivery timescales of the programme.
- Re-profiling from 2014/15 to 2015/16 of the New Linwood School Programme (£0.385m), reflecting a revised cashflow profile provided by the contractors. The programme completion date has not changed.

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 2014/15 & 2015/16 – Council, 13th February 2014.

The contact officers within the service are:

- *Paul Davies (Finance & Resources)*
- *Alison Fraser (Education & Leisure)*

Author: *Paul Davies, Principal Accountant, 0141 618 7211, paul.davies@renfrewshire.gov.uk.*

Appendix 1

CAPITAL PROGRAMME 2014/15 - BUDGET MONITORING REPORT TO 2 JANUARY 2015 (£000s)

POLICY BOARD Department	Council Approved Programme	Current Programme	Share of Available Resources	Year to Date Budget to 2-Jan-15	Spent to 2-Jan-15	Variance to 2-Jan-15	% variance	Unspent Cash Flow For Year	% Cash Spent
Education									
Education & Leisure Services (Education)	8,158	8,396	8,396	4,194	4,062	132	3%	4,334	48%
TOTAL	8,158	8,396	8,396	4,194	4,062	132	3%	4,334	48%

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Service Improvement Plan 2014-2017 Outturn Report to February 2015

1. Summary

- 1.1. The service improvement plan provides a comprehensive statement of what the service aims to achieve over the next three years. It takes account of the themes, actions, outcomes and targets set out in the council plan, community plan and single outcome agreement. It sets out what the service will do over the next three years, based on the resources likely to be available and it details the specific actions which will be taken to contribute to the implementation of the council's priorities.
- 1.2. Implementation of the service improvement plan is monitored and reported to the education policy board on a six monthly basis to allow the board to review progress.
- 1.3. We previously provided a progress report to the board on the 2014/15 – 2016/17 service improvement plan in November 2014. The report currently before the board contains an update of progress that has been achieved with our action plan tasks up to the end of February 2015.
- 1.4. Along with other public sector organisations, the Council is within one of the most challenging periods of recent times as the financial context within which it is operating has become tighter. The economic downturn and the need to make savings mean that the Council is facing a difficult financial outlook. However in spite of this, the service continues to make the best possible use of its resources.

- 1.5 Following the integration of education and children's social work services under a new directorate, an integrated service improvement plan will be developed by May 2015.
-

2. Recommendations

- 2.1. It is recommended that the education policy board notes the progress that has been made with implementation of the 2014/15 – 2016/17 service improvement plan actions relating to education.
-

3. Background

- 3.1. One of the purposes of the service improvement plan is to enable elected members to take stock of what is happening in the service, and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability, in the context of the Council's priorities and the need to deliver best value.
 - 3.2. The service improvement plan is part of the process of cascading the Council's priorities throughout the organisation. It also provides the means to integrate the various other operational plans and action plans. Service improvement plans link council and community planning priorities to Individual development plans, so that every employee knows how they help contribute to the council achieving its objectives.
 - 3.3. The action plan lies at the core of the service improvement plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation timetable and the outcomes and measures against which progress can be assessed.
 - 3.4. Appendix 1 provides a summary of progress achieved in tackling the key areas set out in our service improvement plan action plan to the end of March 2015. It highlights areas where significant advances have been made and also any actions that have been reviewed or delayed.
 - 3.5. Appendix 2 provides the board with performance of the education and leisure service's strategic indicators. The service improvement planning process is a key part of our public performance reporting framework. Additional, service level public performance reports are produced and further information is on our Council web pages.
 - 3.6. The 2015 – 2018 service improvement plan will set out how Children's Services will work towards achieving the outcomes of the Community and Council Plan. This will be reported to board in May 2015.
-

4. Summary of main achievements

4.1. Our key achievements from April 2014 to the end of February 2015 are highlighted below:

- all local authority and pre-school provider nurseries are now delivering 600 hours of early learning and childcare;
- the provision of a new build St James' Primary School and Moorpark pre-5 centre in Renfrew;
- a positive report by Education Scotland on our validated self-evaluation activity;
- the very good progress in the implementation of our Families First, early years and early intervention programme;
- the publication of and training to support our implementation of getting it right for every learner;
- the publication of the policy on promoting positive relationships in our educational establishments;
- the development of national qualifications in New Directions to ensure young people who attend have better opportunities to achieve;
- implementation of iSave for S1 pupils in Renfrewshire;
- a reduction in the absence rate of teachers;
- the continued success of our English for speakers of other languages (ESOL) provision in our schools and services;
- the ongoing implementation of curriculum for excellence in our establishments and services;
- an increase in the percentage of school leavers who are attaining qualifications in literacy and numeracy; including those from the most deprived communities;
- our investment in the development of modern foreign languages in our primary schools;
- good progress in developing skills for learning, life and work
- the development of skills for learning, life and work in all our education establishments;
- the work of our youth services team in promoting health and wellbeing initiatives, skills and developing youth voice;
- working with the international space school educational trust and other parties to provide a 'Mission Discovery' space school in Renfrewshire;
- there has been an overall reduction in the level of absence within the service and the levels of teacher absence has reduced;
- the development and introduction of the professional review and development and professional update policy and support pack for teachers;
- the development of a leadership strategy for our educational establishments;

- The implementation of the new national qualifications;
- The improvement and maintenance of our young people's attainment in SQA examinations; and.
- The provision of an enrichment programme for those young people not requiring study leave for National 5 examinations;

5. Areas where actions have been reviewed or delayed

- we are still in the process of designing an appropriate mechanism for gauging parental and pupil satisfaction with our schools. We expect this to be delivered before the end of the school session;

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

- Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Empowering our Communities

- Service outcome 10: Our approach to effective service management results in improved services to, and best value for, our customers

Service outcome 12: Our customers are consulted and satisfied with our services

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Service outcome 14: Services are provided by a highly skilled workforce

Greener

- Service outcome 5: We value and enjoy our environment and improve it for future generations

Jobs and the Economy

- Service outcome 2: Our services promote and advance equality and the rights of children and adults

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Safer and Stronger

- Service outcome 2: Our services promote and advance equality and the rights of children and adults

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Service outcome 4: People benefit from the improved condition and usage of community assets and public buildings

Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

Service outcome 8: Children, young people and staff benefit from an enhanced learning environment

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities

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 each policy option or decision contained within the report will be subject to impact assessment. 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

Health and safety policy and practice will be adhered to in the implementation of this plan.

9. Procurement Implications

None.

10. Risk Implications

Our service improvement plan actions are integrated with the departmental risk register where risks are identified and actions to mitigate them are detailed.

11. Privacy Impact

None.

List of Background Papers

(a) Service Plan 2014-2017 EPB 06/03/14

- (b) Service Performance 2013-2016 Monitoring Report EPB 07/11/13
- (c) Service Improvement Plan 2013-2016 Outturn Report EBP 08/05/14
- (d) Service Improvement Plan 2013-2016 EPB 09/05/13

The foregoing background papers will be retained within ELS 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 Tony McEwan, Education Manager, 0141 618 7198 e-mail: tony.mcewan@renfrewshire.gov.uk

Children's Services

AK/TMcE/GMcK/LG

19 February 2015

Author: Tony McEwan, Education Manager, 0141 618 7198 e-mail: tony.mcewan-els@renfrewshire.gov.uk

Action Plan Progress 2014-2017

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
Community planning theme: Children and young people					
Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.1	<p>Plan for, and implement the provisions of the Children and Young People (Scotland) Bill, when enacted, in particular:</p> <ul style="list-style-type: none"> • Flexible and increased provision of early learning and childcare; • Children's rights; • GIRFEC; and • Corporate parenting. 	Head of Children's Services	March 2017	100%	<p>The focus group established to support the implementation of the increased hours of early learning and childcare identified and agreed proposals for delivering 600 hours of early learning and childcare from August 2014. All local authority and pre-school provider nurseries are now delivering 600 hours of early learning and childcare. Plans are being developed to extend the level of flexibility of early learning and childcare places from August 2015.</p> <p>A training for trainers programme was delivered in relation to Children's Rights to representatives from each school cluster. This was delivered by the 5 authority trained trainers and the approach will now be rolled out across all establishments .</p> <p>We have made further progress in developing the child's plan in relation to the anticipated requirements of the Children and Young People Act. 3 training sessions have been delivered to all establishments across sectors which coincided with the launch of the new planning document in October 2014. A summary version of the Getting it Right for Every Learner (GIRFEL) policy has been published and distributed to all establishments.</p> <p>A raising attainment of looked after children (LAC) strategy group has been established following discussion with the Centre for Excellence for Looked After Children in Scotland (CELCS). This will be chaired by a head of service and has representation from social work services and health.</p> <p>We are continuing to roll out awareness raising training to all staff from Who Cares? Scotland about the experience of being looked after.</p> <p>Outturn position</p> <p>The Children's Rights training programme is now being rolled out on a cluster basis and a number of establishments have been trained. A training network has been established with regular meetings.</p> <p>We are continuing to implement the GIRFEC agenda and will respond to recently published national guidance as part of the national consultation on Parts 4, 5 and 18 of the Children and Young People (Scotland) Act 2014. We continue to support the development of the Renfrewshire pilot site of the GIRFEC national 3rd sector project.</p> <p>The LAC strategy group is taking a focussed look at improving positive destinations for looked after school leavers. The programme of awareness raising training offered to school staff by Who Cares has been highlighted as an example of good practice in our Integrated Children's Services self evaluation.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2015 to March 2015
1.2	<p>Continue to implement 'Getting it right for every child' (GIRFEC):</p> <ul style="list-style-type: none"> Contribute to the implementation of the multi-agency GIRFEC policy; Implement GIRFEC policy and develop more detailed guidance for establishments; Implement GIRFEC guidance from Children's and Young People's bill in relation to the introduction of the named persons and the child's plan. 	Head of Children's Services	March 2017	100%	<p>Outturn position</p> <p>The GIRFEC policy continues to be implemented across agencies with streamlining of key processes such as LAC reviews currently being implemented.</p> <p>The Child's Plan was implemented in October 2014 across all education establishments. Prior to this there were 3 awareness raising meetings with staff working in units and services, and with heads and pupil support co-ordinators. Further training has been undertaken with establishments in relation to the Child's Plan and the use of the Quicker site. There is ongoing liaison with pupil support co-ordinators regarding the roll out of the Child's Plan and further training is planned for April/May 2015.</p> <p>National guidance in relation to Parts 4, 5 and 18 of the Children and Young People (Scotland) Act 2014 is being consulted on during February 2015. In the meantime work is ongoing to develop a plan to implement Named Persons service using the Touchpoint tools introduced by the Scottish Government to help universal services scope out the end to end process in relation to the implementation of the Named Persons service.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.3	<p>Further support learners at risk of exclusion, with poor attendance and low attainment:</p> <ul style="list-style-type: none"> • Undertake a consultation on and implement a revised positive relationship policy; • Continue to implement updated standard circular 8 on school exclusion; • Implement support for older children and young people included in early years strategy; and • Consult and implement standard circular 5 on attendance. 	Head of Children's Services	March 2017	100%	<p>Staff from the children's services support team are continuing to monitor the implementation of the revised policies Promoting Positive Relationships; Standard Circular 5 attendance in education establishments and Standard Circular 57 Protecting children and ensuring their wellbeing.</p> <p>We continue to work with establishments to deliver training in Promoting Positive Relationships and will be running a training for trainers programme for support staff.</p> <p>The support for older children and young people included in early years strategy continues to progress well with looked after children, home link staff working with a full caseload and reporting regularly to the Early Years Operational Group.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.4	<p>Continue to improve approaches to child protection:</p> <ul style="list-style-type: none"> • Contribute to single-agency and self-evaluation exercises; • Continue to review and improve approaches to annual update of standard circular 57; • Improve practice following the review of SC57; and • Ensure that all relevant staff are trained in line with SC57. 	Head of Children's Services	March 2017	100%	<p>The revised child protection annual update has been delivered to all heads and to all staff within establishments. There has been positive feedback received in relation to the new format.</p> <p>Child protection training was delivered to a number of taxi drivers and escorts involved in transporting children.</p> <p>A consultation on SC57 was undertaken and the policy was approved by the education policy board in August 2014. The revised standard circular has now been distributed to all establishments and we continue to monitor its implementation.</p> <p>Outturn position</p> <p>We have offered child protection training to managers of taxi and bus companies and have devised a clear process for reporting child care concerns.</p> <p>We have updated our training courses to revised SC57 and are continuing to develop 3 new courses.</p> <p>We continue to meet with our child protection trainers to support good practice and are in the process of recruiting new trainers and offering a trainer for trainers programme in April.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

1.5	<p>Improve outcomes for looked after and vulnerable children and young people (LAC):</p> <ul style="list-style-type: none"> • Continue to review the delivery of services to support LAC; • Provide additional support for LAC through the early years strategy; • Ensure a clear focus for CPD for staff working with LAC; • Develop a management information system to assist in meeting the need of LAC; and • Continue to contribute to the corporate parenting agenda. 	Head of Children's Services	March 2017	75%	<p>We are continuing to develop the work of the flexible learning centre to provide bespoke learning opportunities for the most vulnerable young people. New partnerships are continually being developed to ensure that our looked after children not in mainstream education have access to varied and appropriate opportunities to pursue positive destinations on leaving school.</p> <p>Our LAC teacher team continues to provide support to children who are LAC and to those who are vulnerable.</p> <p>There are a number of individualised support packages in place for children and young people who are looked after and unable to access mainstream education.</p> <p>Professional learning opportunities for staff working with LAC will continue to be a focus and will be addressed through the LAC strategy group and the ASN CPD strategy group. LAC teachers are delivering CPD to staff teams in the schools where they provide services.</p> <p>The development of management information in relation to looked after children continues to be a focus for the service and will be progressed through the improving outcomes for LAC strategy group. We are now able to access information on the attainment of LAC through the new INSIGHT management information system.</p>
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Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.6	<p>Improve partnership working to provide high quality services for children and young people through the implementation of the Integrated Children's Services Plan</p>	<p>Head of Children's Services</p>	<p>March 2017</p>	<p>100%</p>	<p>Services continue to ensure that the key priorities and actions from the community planning partnership as articulated within the Integrated children's services plan are delivered through implementation of the priorities of our service improvement plan.</p>
1.7	<p>Continue to implement the early years strategy (Families First):</p> <ul style="list-style-type: none"> • in partnership with key agencies; • by providing key services; and • by providing co-ordinated flexible support to families 	<p>Head of Children's Services</p>	<p>March 2017</p>	<p>80%</p>	<p>The early years' steering board continues to meet regularly to review and discuss the progress and key milestones of the programme. A robust self-evaluation programme is in place which is monitored through the early years strategy operational plan and impact report.</p> <p>A strategic guide for supporting transitions was approved by the education policy board in May 2014. The aim of the guide is to ensure a strategic approach for supporting transitions across the early years, including the early level. A universal and enhanced model of delivery is identified. The early years teacher teams have merged to become one team, working across all nurseries and primaries to support with the implementation of the curriculum and transition practices, in supporting the universal and enhanced transitions and support for the most vulnerable children and families.</p> <p>Families First core teams' engagement continues to support families in Ferguslie and Linwood. An interim external evaluation report has been produced which demonstrates the positive impact of the core teams.</p> <p>Families First core teams have been extended to include HomeStart Renfrewshire workers and an energy advice advocate. Monitoring of referrals to the teams is beginning to provide data on types and sources of referrals. Self referrals continue to be a key method.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.7 /cont'd	<p>Continue to implement the early years strategy (Families First):</p> <ul style="list-style-type: none"> • in partnership with key agencies; • by providing key services; and • by providing co-ordinated flexible support to families 	Head of Children's Services	March 2017		<p>The Families First clubs continue to be available to pupils in P1-3 and nursery children during school holiday periods. Children attending are provided with a free meal and activities programme. Children eligible to attend the P1 to P3 programme is based on free meal entitlement although from January 2015 eligibility is based on entitlement to clothing grant. Additionally referrals can be accepted from partner agencies. The nursery programme is available to those children attending extended year provision in line with the admissions to nursery policy.</p> <p>A looked after children (LAC) teacher mentoring team has been established. A referral system has been agreed and as a result around 100 children have been referred for support.</p> <p>Following the 'soft' launch of the My Renfrewshire directory a user group has been established to support its implementation ahead of a public launch. My Renfrewshire collates information from a number of different social media sites such as Facebook and Yelp. This will allow information on a wide range of topics such as family support and local events to be found in a single source. It is part of the wider Looking Local corporate project.</p> <p>'Pizza Reading' groups have taken place in 2 primary schools and one pre-five establishment in the Linwood area.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.8	<p>Provide access to flexible pre-school education and childcare including:</p> <ul style="list-style-type: none"> • Developing proposals for a flexible provision of 600 hours early years education and childcare; • Developing proposals and provide early years education and childcare service for 2 year olds from workless households; • Increasing the early years workforce to facilitate the increased provision; and • Developing proposals for adapting accommodation to provide early education and childcare places for 2 year olds from workless households 	Head of Children's Services	<p>December 2015</p> <p>August 2014</p>	100%	<p>In August 2014 the education policy board approved proposals for extending early learning and childcare for 2 year olds from August 2015.</p> <p>Accommodation was adapted in 3 primary schools to create 80 FTE places for 2 to 3 year olds from August 2014 and the nursery admissions policy was updated and approved by the education policy board to give priority allocation to 2 year old children eligible for early learning and childcare.</p> <p>In response to feedback from the consultation exercise with parents of under school age children a method for delivering 600 hours of early learning and childcare was approved by the Education policy board in January 2014 and is being implemented during this current school session. The current delivery model is five sessions of 3 hours 10 minutes over 38 weeks during the school term and for nurseries providing a full service more flexible options of early learning and childcare can be delivered. All early years establishments were consulted on the implementation of the current model. In January 2015 the education policy board approved the plan for delivering a more flexible model of delivery. A further report detailing the range of models will be reported to the education policy in May 2015.</p>

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Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.8	<p>Provide access to flexible pre-school education and childcare including:</p> <ul style="list-style-type: none"> • Developing proposals for a flexible provision of 600 hours early years education and childcare; • Developing proposals and provide early years education and childcare service for 2 year olds from workless households; • Increasing the early years workforce to facilitate the increased provision; and • Developing proposals for adapting accommodation to provide early education and childcare places for 2 year olds from workless households 	Head of Children's Services	<p>December 2015</p> <p>August 2014</p>	100%	<p>In January 2015 the education policy board approved the draft plan for expanding provision for 2 year olds who become eligible for early learning and childcare from August 2015. Work is ongoing to establish the cost and if proposed adaptations can be undertaken to enable the expansion of provision.</p> <p>There has been an increase in the number of commissioned places from private and voluntary providers contracted to deliver early learning and childcare with these places ring fenced for 2 year old children.</p> <p>A recruitment process has been undertaken to appoint additional nursery officers for the new provision in the 3 nursery classes and to provide additional staff to respond to the increase in the hours of early learning and childcare and ensure quality provision.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.9	As part of the early years strategy, plan and implement nurture developments linked to the promoting positive relationships policy	Head of Children's Services	March 2015	75%	<p>Nurture champions have now been established within each pre-five establishment. Training and staff development opportunities are currently being planned for all pre-five staff.</p> <p>Additional key workers have been appointed to take forward the outreach approach in primary schools.</p> <p>Two primary head teachers have been involved in developing the nurture message linked to leadership and staff wellbeing.</p>

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
Improved support to vulnerable adults**

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Task Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.10	<p>Continue to improve the provision which is available to support children and young people who have additional support needs (ASN):</p> <ul style="list-style-type: none"> • Continue to implement the review of New Directions and Extended New Directions to ensure service improvement and best value; • Continue to develop the concept of a flexible learning centre to support children with ASN to help them maintain their mainstream school experience, as far as possible; • Review the provision of ASN transport with key stakeholders to ensure best practice and best value; • Continue to develop and implement improvements to meet the needs of learners with Autistic Spectrum Disorder (ASD); • Improve the efficiency of the deployment of additional support needs assistants; • Contribute to the joint protocol for children who are in residential placements; and • Contribute to work with corporate procurement to ensure quality and best value for children receiving specialist placements. 	Head of Children's Services	March 2017	70%	<p>The flexible learning centre in partnership with Gleniffer High school has provided access to curricular programmes in school for young people attending the flexible learning centre.</p> <p>Successful mainstream links have been achieved for most young people attending New Directions and Extended New Directions</p> <p>Work is ongoing to have an ASD link within every establishment. Training has taken place across all sectors. This will continue to be rolled out in the coming session. An ASD forum meets regularly with all ASD establishments represented. An ASD policy is being created, linking with the council strategy.</p> <p>Work is ongoing to review deployment of additional support needs assistants (ASNAs) to ensure the needs of children are met and to ensure best value. Training in promoting positive relationships has been offered to ASNAs and other support staff this year and a training for trainers approach is being developed for this.</p> <p>Work is ongoing with a number of schools to review current transport arrangements. Focus groups with parents and young people have taken place. A work plan has been drawn up to ensure we are getting best value and appropriate transport arrangements are in place.</p> <p>There are ongoing links with our procurement service looking at specialist placements. Meetings have taken place with providers and agreements will be in place next sessions with those who are not on the framework. We are also working with procurement to look at our speech and language therapy resource and the use of provision for our own social, emotional and additional needs (SEBN) providers.</p> <p>We continue to work with corporate procurement to establish a framework for day placement provision,</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Safer and stronger Renfrewshire

Service outcome 2: Our services promote and advance equality and the rights of children and adults

Task Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.1	<p>To ensure the promotion and compliance with the Equality Act 2010 in relation to specific and general duty by:</p> <ul style="list-style-type: none"> • ensuring that equality and human rights impact assessments are integrated into policies, plans and budget decisions; • providing guidance and publishing equality and human rights impact assessments; • ensuring diversity is promoted through curriculum for excellence and supported by other agencies through partnership working; • progressing the equality outcomes plan for education and leisure services; and • by developing an accessibility policy across our establishments. 	Head of Children's Services	March 2016	85%	<p>The equality and human rights working group was established in March 2014 following an amalgamation of the equality steering group, the data working group and the equality and human rights policy group. The group monitors implementation of the ELS equality outcomes plan, which is now part of the corporate equality plan.</p> <p>The group has drafted an equality and human rights policy, and an impact assessment for this is currently being undertaken prior to finalisation.</p> <p>The group continue to work on procedural guidance for the service as well as collating and distributing examples of good practice. This will ensure the promotion of and our compliance with the Equality Act 2010 in relation to specific and general duties.</p> <p>The group is also producing a school specific equality and human rights impact assessment process in accordance with corporate policy and the national initiative to tackle bureaucracy in our schools.</p> <p>A group is being established to take forward a revised accessibility strategy for the service.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Safer and stronger Renfrewshire

Service outcome 2: Our services promote and advance equality and the rights of children and adults

Task Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.2	<p>To raise awareness and understanding of the United Nations Convention on the Rights of the Child (UNCRC) amongst children and those working with children by:</p> <ul style="list-style-type: none"> raising staff awareness of Education Scotland's professional development resource 'Recognising and Realising Children's Rights' developing a trainer for trainers model; and delivering CPD opportunities on a cluster basis. 	Head of Children's Services	August 2014	80%	A training for trainers course has been delivered across sectors. There are 5 lead trainers identified in the authority. This will be delivered on a cluster basis throughout the 2014/15 school session.
2.3	<p>Provide free public access to information and ICT resources, together with a package of support and opportunities for learning.</p>	Head of Planning and Community Services	March 2016	75%	<p>All libraries offer free access to information and ICT resources, together with access to learning basic IT skills. Free classes are also available.</p> <p>Free access to wifi is available in all libraries for customers using their own devices.</p> <p>Funding was secured through Invest in Renfrewshire to employ five graduate interns from March 2014 to end of February 2015. Their role was to assist the library service respond to the needs of jobseekers with low levels of digital skills. The interns support jobseekers on a one-to-one-basis, and more than 1000 appointments have taken place. Feedback from customers has been positive with some successfully applying for and securing employment.</p> <p>Funding was secured through SLIC – Scottish Libraries and Information Council for TNT (Training in New Technologies) for all staff which is ongoing. Feedback from staff already trained has been very positive and the gain in confidence and skills is reflected in an increase in digital participation activity being offered in libraries.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Safer and stronger Renfrewshire

Service outcome 2: Our services promote and advance equality and the rights of children and adults

Action Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.4	Promote and deliver English for speakers of other languages (ESOL) programmes.	Head of Planning and Community Services	March 2016	100%	<p>There are currently thirteen community based ESOL sessions being delivered on a weekly basis throughout Renfrewshire. From April 2014 to March 2015 281 learners participated in learning programmes.</p> <p>The English for Speakers of Other Languages (ESOL) programme continues to offer both accredited and non accredited programmes to Renfrewshire residents whose first language is not English. The ESOL learning programme provides first steps English language sessions. The programme supports learners to progress on to further education opportunities, employment and become more confident using their English language skills in their everyday lives.</p> <p>There are currently fourteen community based ESOL sessions being delivered on a weekly basis throughout Renfrewshire. The adult learning and literacies service has establish strong partnerships with Our Lady of Peace Primary School; the Polish Little Angels Club (POLAC); Renfrewshire effort to empower communities (REEM); and West College Scotland to ensure the ESOL learning programme remains accessible and inclusive in local communities.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

Community planning theme: Safer and stronger Renfrewshire

Service outcome 2: Our services promote and advance equality and the rights of children and adults

Action Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.5	Promote and deliver Gaelic language classes for adult learners.	Head of Planning and Community Services	March 2016	100%	Gaelic language classes are promoted in the local community by adult learning and literacies outreach workers. There are currently three Gaelic language classes being delivered; one in Glenburn Learning Centre and two in West Johnstone Learning Centre. Gaelic provision continues to be supported across the three local authorities of Renfrewshire, Inverclyde and East Renfrewshire by the Gaelic Development Officer. 121 learners have participated in Gaelic language classes in Renfrewshire between April 2014 and March 2015.
2.6	Continue to fulfil requests for young people to receive Gaelic medium teaching.	Head of Children's Services	March 2016	100%	100% of our learners requesting Gaelic medium education have been accommodated in Glasgow City and Inverclyde Council schools.

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 2: Our services promote and advance equality and the rights of children and adults

Action Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.7	<p>To increase the level of representation of young people from minority ethnic groups in youth forums and youth services:</p> <ul style="list-style-type: none"> • Continue to develop opportunities for young people from minority ethnic groups to be represented and in particular through youth forums; and • Provide awareness training for youth services staff and volunteers on race equality. 	Head of Planning and Community Services	March 2016	100%	Renfrewshire youth voice and Renfrewshire's five MSYPs seek to represent the views of all young people across Renfrewshire. From among the participants in these initiatives, young people from minority ethnic communities are well represented.

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.1	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016	90%	<p>Continued improvements to Paisley Museum and development of the exhibition programme and complementary education programmes are resulting in an increase in users.</p> <p>Performance programming has developed by taking a more strategic approach and responding to customer feedback. This has resulted in an increase of 36% in users, compared with the same period last year. Continued development of social media marketing and more competitive rates for outdoor advertising have improved marketing activity which has also contributed to the increase in users.</p> <p>Since April 2014, the arts and museums services' project 'Learning provision for schools on iPads' has expanded to incorporate other smart phone and tablet applications. This has provided new interactive elements to education programmes and has allowed the arts and museums service to better support the authority-wide roll-out of tablet computers to schools.</p>

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.1 /cont'd	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016	50%	The arts and museums outreach programme included the pre-5 tour of 'Swoosh', a multi sensory, interactive and highly visual theatre performance, incorporating live music, dance, singing and film. The interactive performances were developed for 2-6 year olds and their parents. The Wee Red Dot film project brought together the initiatives 'Into Film' and 'club animate' and were launched at a youth film event on 1 November 2014 at Paisley Arts Centre. The event showcased films created by the children and young people and featured guest speakers who discussed areas relating to film development such as, directing, film studies, animation, graphic novels and film. Work is currently underway on the 'Inspired' exhibition including a range of new artworks that compliment and support the exhibition, including creative writing, music and dance. These learning opportunities are for groups of preschool and primary age children

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.1	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016	100%	<p>During July and August 2014, 1387 young people took part in the Summer Reading Challenge 2014 – an increase of 7% from 2013. The reading challenge provided an opportunity for children and young people to improve reading skills and to develop an enjoyment of reading. The theme for this year was 'Mythical Maze' - children read up to 6 books of their choice and worked towards getting a certificate or medal if they completed the Reading Challenge. They also had the opportunity to take part in a range of related activities, including 'Zoolab', where young people learned about and touched creepy crawlies, which was designed to generate excitement around the magic of reading.</p> <p>The development of digital library services, which provides access to e books, e-audio books and the library website and catalogue for customers continues. 'Tap a Tablet' sessions are offered in most libraries showing customers how to access library and other Council services using their own tablet device and other smart devices.</p> <p>During Book Week Scotland, in November 2014, 46 children attended two author events, while a talk by Doug Allan, one of the world's best known and respected cameramen, attracted an audience of 63 adults. A reminiscence event about the Paisley mills was attended by 20 adults.</p>

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.1 /cont'd	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016		<p>The heritage service within Paisley central library provides customers with access to the heritage collections, archival newspapers, the poor law collection, photographs and a family history enquiry service. Regular school visits, where young people are able to use the resources available, took place in partnership with the arts and museums education team (10 visits, 284 students in 2014). Heritage staff carried out reminiscence sessions in partnership with care homes and social work, and one to one "family history surgeries" (54 in 2014). Heritage staff are also working with the Renfrewshire Family History Society on a comprehensive new edition of "Paisley's fallen in the war" and to improve access to and develop heritage resources.</p> <p>In our ongoing customer satisfaction survey, to the question, rate your experience of using the Heritage Centre and our services, 91.67% rated our service extremely helpful and 5% very helpful To the question, How likely are you to visit in the future?. 67.8% said extremely likely and 30.5% said likely.</p>

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.2	Undertake a community consultation exercise and review the Creative Renfrewshire Strategy in partnership with Renfrewshire Creative Network and other partners.	Head of Planning and Community Services	November 2014	80%	<p>A report was approved at the sport, leisure and culture policy board in November 2014, that the review of the Creative Renfrewshire Strategy would align with the Paisley Town Centre Heritage Regeneration Strategy.</p> <p>The review of the cultural strategy will also make reference to the development of the City of Culture bid for Paisley in 2021 which will be a driver for cultural activity in Renfrewshire. The Creative Renfrewshire strategy will set out the roadmap to a successful bid and consider a strategic overarching approach to programming, developing a cultural volunteer programme and reflect work being undertaken by further education partners locally.</p> <p>The consultation process was undertaken in January to February 2015 and included public meetings across Renfrewshire, a consultation with schools and an online consultation, to ensure a collaborative approach. The consultation feedback and draft cultural strategy with action plan will be presented at the policy board in May 2015.</p>

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.3	Improve the operation, functionality and promotion of spaces in cultural venues leading to increased use by customers.	Head of Planning and Community Services	March 2016	80%	<p>Aligned with physical improvements to venues, the service has continued to develop and exploit marketing opportunities, promoting venues and activities through social media, outdoor advertising, media events and attendance at SECC and Hampden Wedding Fayres. Mid year figures show an increase of 14% in venue hire customers compared with the same period last year.</p> <p>From June – Sept 2014 refurbishment works were carried out in Coats Observatory to address damage from water ingress and to bring the internal spaces back to a solid state of repair. The external facade of the building was cleaned of moss, debris and foliage.</p> <p>From August – Sept 2014 disability access was improved throughout Paisley Museum and Art Galleries through the addition of a new stairwell and chair lift in the Pillar Gallery and new through access corridor from Art Gallery One to the rear of the building. This development ensures that there will be disability access available for exhibitions held in the main gallery.</p>

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Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.3 /cont'd	Improve the operation, functionality and promotion of spaces in cultural venues leading to increased use by customers.	Head of Planning and Community Services	March 2016	50%	<p>In 2014/15 the arts and museums service continued to offer a wide range of cultural programming opportunities for audiences and visitors alike. Highlights in the museum have included: Matisse; the return of lego in the format of 'Brick Wonders' exhibition; and the black and white photographic exhibition 'What Presence', which showcases the rock photography of Harry Papadopoulos.</p> <p>In January 2015 work began on the creation of a new store for the ceramic collection. The store will be accessible by the public and is funded by Museums Galleries Scotland. The planned opening of the store is in Autumn 2015.</p>

Council plan theme: A better future - a safer and strong Renfrewshire

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Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.4	<p>Support delivery of the national Bookbug Initiative, including:</p> <ul style="list-style-type: none"> • Deliver a programme of Book Bug sessions across Renfrewshire, to support the early years strategy; • Distribute book gifting packs to all children at birth, 18 months and 3 years in partnership with nurseries and health services; • Distribute Book Gifting packs to all pupils in Primary 1 on an annual basis; and • Take part in the Bookbug Assertive Outreach project targeting vulnerable families. 	Head of Planning and Community Services	March 2016	100%	<p>A programme of more than 560 Bookbug sessions in libraries and other venues was delivered which provided songs, stories and rhymes for babies, toddlers and pre-schoolers and their families to enjoy together. The assertive outreach programme, designed to ensure that the most vulnerable families are able to access the Bookbug programme, is now established in Renfrewshire with involvement from all the key partners working in this area including social work services, the pre-5 service, health services and local third sector groups.</p> <p>1882 Bookbug family packs were gifted to every Primary 1 child in Renfrewshire during November 2014. Special gifting events were held in libraries and schools and pupils also voted for their favourite book in the pack for the Scottish Children's Book Awards.</p> <p>The core of the programme is the Bookbug home training model which trains professionals and volunteers who regularly visit vulnerable families in their homes to introduce the key principles of Bookbug – reading, talking, cuddling, singing and playing with young children as part of their routine visits. 6 training sessions for staff have taken place during the year. A programme of Bookbug training sessions is currently delivered to partners within Renfrewshire.</p>

Council plan theme: A better council – a sustainable council

Community planning theme: Greener Renfrewshire

Service outcome 5: We value and enjoy our environment and improve it for future generations

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
5.1	Ensure that all new or refurbished ELS properties are environmentally and economically sustainable with lower carbon footprints.	Head of Resources	March 2017	100%	Education and leisure services' school estate management plan (SEMP) was approved by education policy board in May 2014. This plan demonstrates the services' commitment to environmental sustainability and the principles, which require properties to be economically sustainable with lower carbon footprints. These factors continue to inform the design process for new and refurbished buildings.

Council plan theme: A better council – a sustainable council

Community planning theme: Greener Renfrewshire

Service outcome 5: We value and enjoy our environment and improve it for future generations

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
5.2	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> • the promotion of sustainable development; and • the promotion of global citizenship. 	Head of Children's Services	June 2015	87%	<p>All Renfrewshire establishments are registered with eco-schools Scotland.</p> <p>The percentage of establishments with a green flag is now 62%, an increase of 2% since April 2014.</p> <p>Establishments continue to take forward sustainable development education through the eco-schools programme. All establishments are now involved in the programme and are making good progress towards accreditation at the various levels:</p> <ul style="list-style-type: none"> • 81.3% of schools have achieved a bronze award; and • 76% of schools have achieved a silver award – an increase of 3% <p>All staff are planning for sustainable development as an approach to learning and teaching and learning for all pupils is enhanced through this approach. The number of establishments with first and multiple green flags continues to increase.</p> <p>Staff are planning for global citizenship as an approach to learning and teaching and learning for all learners is enhanced through this approach.</p> <p>Support for all newly qualified (NQTs) has been provided this session by West of Scotland Development Education Centre Learning for Sustainability – developing global citizens. This has supported newly qualified teachers (NQTs) embed global citizenship in their learning and teaching through a process of self-evaluation, developing active methodologies and critical thinking. NQTs will have the opportunity to discuss the impact this professional learning has had on their practice and pupils at an LA NQT Conference in April 2015.</p> <p>Professional learning provided by WOSDEC is also available on the CPD catalogue this session.</p>

Council plan theme: A better council – a sustainable council					
Community planning theme: Greener Renfrewshire					
Service outcome 5: We value and enjoy our environment and improve it for future generations					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
5.2 /cont'd	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> • the promotion of sustainable development; and • the promotion of global citizenship. 	Head of Children's Services	June 2015	87%	11 schools in Renfrewshire have achieved Fairtrade School Status and 22 establishments have registered with the Fairtrade Foundation as working towards gaining Fairtrade Status.

Council plan theme: A better future - improved health, wellbeing and life chances for children and families
Community planning theme: Children and young people
Jobs and the economy

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.1	Make an effective contribution to the implementation of curriculum for excellence through the delivery of cultural learning for children and young people.	Head of Planning and Community Services	March 2015	87%	<p>Children and young people are making progress in developing the four capacities within curriculum for excellence through engagement in creative outreach programmes term time blocks across Renfrewshire including the Saturday art classes (7 – 16 yrs), continued support of the 'Zombie project'; Play Days at the museum (6 months – 4yrs and their parents/carers); Fashion workshops (8 – 14yrs); Club animate (10 – 15 yrs) and creative camps.</p> <p>Children and young people's broad general education, particularly progress in the expressive arts, social subjects and health and wellbeing, is enhanced through creative learning programmes. This includes the expansion of the education learning programme to include the use of ipads. The ipads were introduced into a range of interactive workshops. These cross curricular workshops focused on new ways of interpreting the museum collection for primary school audiences. These workshops were very popular, with all allocated slots are booked until December 2014. These workshops form part of a diverse and engaging learning programme, which has seen over 600 learners visit the museum between April and August 2014.</p> <p>Exhibitions such as Matisse have already proved to be very popular for curriculum based learning, and school bookings for WW1 and LEGO for the period between October 2014 to January 2015 are already fully allocated. The programme is on course to have its busiest term to date, with over 150 curriculum linked learning activities being provided during this period.</p>

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**Community planning theme: Children and young people
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Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.1 /cont'd	Make an effective contribution to the implementation of curriculum for excellence through the delivery of cultural learning for children and young people.	Head of Planning and Community Services	March 2015	50%	<p>A programme of school and nursery class visits to libraries across Renfrewshire is in place to encourage children to read and learn about using their local library.</p> <p>The school librarians in Renfrewshire's secondary schools continue to deliver library skills programmes which support literacy and information literacy across the curriculum. The programmes include supporting children in choosing the right book to match their interests and reading ability and how to find and critically evaluate information from online or printed information sources. A number of reading groups are also taking place in secondary schools with a particular focus on reading and listening.</p> <p>Learners continue to receive music tuition via a personalised curriculum which reflects their choices and aspirations.</p> <p>Learners are encouraged to participate in our wide ranging ensemble/performance programme which facilitates development of the four capacities. Opportunities are available across jazz, classical, traditional and rock and pop groups.</p> <p>Learners' participation in the music service activities will impact on outcomes and experiences across expressive arts, literacy, numeracy and health and wellbeing.</p> <p>The "Behind the Noise" noise programme continues to be delivered which provides young people with the opportunity to become aware of further education and career opportunities within the music industry.</p>

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**Community planning theme: Children and young people
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Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.2	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AFL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement. 	Head of Children's Services	June 2015	85%	<p>We are continuing to support assessment for learning (AFL). An authority evaluation concluded that it is apparent that effective questioning is the key strategy which requires further support. This will be addressed through the work on higher-order thinking skills.</p> <p>Within the broad general education (BGE), all establishments are planning using learning intentions and success criteria derived from experiences and outcomes across curricular areas and levels. Feedback is provided using agreed success criteria and learners are using success criteria to self and peer assess.</p> <p>We continue to promote and encourage the five key strategies of AfL with practitioners working at the early level. The early level professional learning developed and delivered by practitioners during session 2013-14 has been evaluated, modified where appropriate and will be made available again in session 2014-15. A full evaluation including professional impact and impact on learners will be carried out this session.</p> <p>Information is currently being gathered about the focus for TLCs within establishments this session. All establishments will be promoting Teacher Learning Communities (TLCs) this session as a vehicle for professional learning.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.2 /cont'd	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AfL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; • engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement. 	Head of Children's Services	June 2015		<p>A member of staff from one of our secondary schools continues to co-ordinate inter-disciplinary learning (IDL) work. The focus is on gathering examples of good practice in relation to IDL both locally and nationally and making it available through a GLOW forum.</p> <p>The Renfrewshire GLOW forum has been set up and examples of IDL have already been shared including IDL planners. Further examples will continue to be collected and shared on the forum.</p> <p>Education Scotland has reviewed the audit toolkit. The toolkit was designed to evaluate IDL within the number of schools.</p> <p>Schools in all sectors are planning for IDL and supporting learners to make connections across their learning. The toolkit ensures that all aspects of IDL are included within IDL planning.</p> <p>Members of staff from the primary and pre-five secondary member of staff in further developing IDL across the authority.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.2 /cont'd	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AfL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement. 	Head of Children's Services	June 2015		<p>All establishments are planning for assessment and practitioners gather evidence of progression in a range of ways and the moderation process is well embedded across all sectors at cluster level within the authority.</p> <p>Practitioners are now exploring the design of assessment tasks.</p> <p>Evidence now needs to be gathered demonstrating the extent to which practitioners are using tasks which provide opportunities for learners to demonstrate that they can apply their learning independently.</p> <p>Staff within establishments and across clusters are now familiarising themselves with the new Education Scotland materials: assessment papers for each curricular area; significant aspects of learning; progression grids and annotated exemplification. The use of these needs to be embedded within practice during the current session and the outcome of the assessment and moderation process will result in a collation of Renfrewshire annotated exemplification.</p> <p>An update of the Renfrewshire assessment and moderation policy and authority plan of action to progress assessment and moderation in a consistent manner is now required. This will be delivered through a shared model of approach across all clusters. A shared model of approach to moderation is being developed across all clusters in association with ES. A moderation group will be set up to take the model forward and develop a 'good practice guide'.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.2 /cont'd	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AFL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; • engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement. 	Head of Children's Services	June 2015		<p>School improvement partnerships (SIPP) have been formed between eight schools in West Dunbartonshire and five in Renfrewshire (Auchenlodment, Kilbarchan, St Anthony's, Lochwinnoch and Thorn Primary Schools). Launch events were facilitated by Education Scotland and Glasgow University to share information about the SIPP, facilitate professional dialogue and forge stronger partnerships between the two authorities.</p> <p>Support sessions facilitated by Glasgow University have provided opportunities for professional development relating to action learning and exploring successful strategies for raising attainment. Each partnership has been supported to define a specific area for research, identify aims, modes of research and timescales for their projects;</p> <p>Initial learning visits jointly planned by staff have taken place to engage practitioners in shared learning opportunities and to support the planning process;</p> <p>The partnership groups have now planned their research tools and have begun conducting research as phase three of the project.</p> <p>The partner schools will continue to engage in shared observations of learning to support a robust evaluation of learning and to support critical professional enquiry.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.2 /cont'd	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AfL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement. 	Head of Children's Services	June 2015		<p>A 'training the trainers' session for cooperative learning was organised last session for staff across the authority. This was delivered by Chris Ward who is an expert in co-operative learning. These trainers will now deliver cooperative learning sessions during 2014/15 for authority staff across sectors and this has been advertised on the CPD catalogue.</p> <p>A session on cooperative learning has been provided as part of the professional learning programme for NQTs this session which will focus on the five basic elements of cooperative learning.</p> <p>A review of the extent of the use of cooperative techniques and their impact will be carried out this session.</p> <p>An audit will be carried out to determine the current practice in outdoor learning across all establishments. This will be completed by the end of this session. This information will be collated and inform the next steps in taking forward this area of work. Areas of good practice will be identified and shared. Support resources and materials for schools are available on the Education Scotland website and will be used to support developments in schools. A Renfrewshire GLOW forum has been established and an outdoor learning audit toolkit has been developed and made available on the forum.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.3	<p>The achievement of learners is recognised and recorded:</p> <ul style="list-style-type: none"> • within schools; • through extra-curricular activities; and • through opportunities provided by cultural youth and sports and adult literacy and learning services (ALLS) services. 	<p>Head of Children's Services</p> <p>Head of Planning and Community Services</p>	March 2016	50%	<p>The youth services team record and celebrate the achievements of young people through the delivery of accredited award schemes such as the Youth Achievement Award, the Duke of Edinburgh's Award and the Saltire Award. Planning is also underway for the 2015 Positive About Youth Awards. For the fourth year running these awards will celebrate and showcase the achievements and positive contribution of young people in Renfrewshire. The awards will take place in November 2015 and are being organised by Renfrewshire Youth Voice with support from youth services.</p> <p>We continue to use Mymerit and other recognition tools for recording achievements in and out of school.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.4	Ensure that children and young people achieve high standards of attainment.	Head of Children's Services	March 2016	80%	<p>In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications. Attainment data is based on school leavers and is now updated in September and February each year. We undertook benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement.</p> <p>Analysis of the new national benchmarking measures for literacy and numeracy highlighted that the percentage of leavers in Renfrewshire attaining literacy and numeracy at SCQF Level 4 increased from 79.6% in 2012 to 81.9% in 2013. Renfrewshire's performance was 3% above the national average in 2012 and 4.2% above in 2013. Over the same period Renfrewshire leavers attaining literacy and numeracy at SCQF Level 5 increased from 57.6% in 2012 to 58.2% in 2013. As with attainment at Level 4 Renfrewshire's performance at Level 5 was above the national average; 5.2% above in 2012 and 5.6% above in 2013. Leavers data for 2014 will become available at the end of February 2015.</p>

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6.4 /cont'd	Ensure that children and young people achieve high standards of attainment.	Head of Children's Services	March 2016		<p>Support and challenge visits took place with every secondary school using the new senior phase benchmarking tool, Insight. A major focus for action related to an analysis of the poverty attainment gap.</p> <p>Work is ongoing in responding to the recommendations of JRF report on closing the attainment gap. This will be enhanced in responding to the recommendations of the tackling poverty commission.</p> <p>The average tariff score for the lowest attaining 20% of Renfrewshire leavers in 2013 was 161 which was above the national average of 149. Performance of the middle attaining 60% of Renfrewshire leavers in the same year was 776 and was also above the Scottish average of 760. Those leavers in the highest 20% in Renfrewshire compared less favourably with the Scottish average.</p> <p>Renfrewshire leavers achieved an average tariff score of 1,730 compared to the Scottish average of 1,789.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.4 /cont'd	Ensure that children and young people achieve high standards of attainment.	Head of Children's Services	March 2016		The average tariff score of leavers from the most deprived communities (SIMD decile 1) in Renfrewshire in 2012/2013 was 547. This was an increase of 39 from the 2011/12 tariff score of 508. Leavers from the least deprived communities (decile 10) had an average tariff score of 1301 in 2012/13 up from 1263 in 2011/12. The gap between the most deprived leavers (decile 1) and the least deprived leavers (decile 10) remains relatively unchanged between 2011/12 and 2012/13. The gap in 2012/13 was 754 down one on the 2011/12 performance of 755. Although performance has increased between the two years for both decile 1 leavers and decile 10 leavers the gap between the two communities remain relatively unchanged.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.5	<p>Continue to implement CfE by:</p> <ul style="list-style-type: none"> • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews 	Head of Children's Services	March 2015	50%	<p>As part of the Broad General Education (BGE) all pupils are entitled to quality dance experiences based on the CfE Renfrewshire PE lead officer and a professional choreographer, planners and support materials including DVDs are now being produced. These will be rolled out to establishments before the end of the session.</p> <p>August 2014 saw the first roll out of the new higher qualification, (N6), across all Renfrewshire's secondary schools. This comes after a successful session (2013/14) which saw all S4 learners across the authority study the new national qualifications, either at national 3, 4 or 5. A report approved by the education policy board in January 2014 allowed decisions about which higher each school would deliver from August 2014 to be made at a local level, following professional dialogue between the head teacher and subject principal teachers. At that point each subject area drew up a written rationale as to the educational reasons behind their decision. The end result of this is that in August 2014 all Renfrewshire secondary schools are offered S5 learners both current higher courses and new higher courses.</p>

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6.5	<p>Continue to implement CfE by:</p> <ul style="list-style-type: none"> • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews 	Head of Children's Services	March 2015	75%	<p>In order to support all subject areas we have put in place a number of authority wide supports to assist schools, departments and individual teachers. For example, subject forums have been put in place for discreet subject areas (rather than faculties) to allow subject staff to meet four times through the current session. Part of this time is committed to national qualification curriculum development. Furthermore, the authority has resourced subject specialist staff to work in writing teams to produce and share curricular material for the new Higher, across the full range of subject areas. Schools also have their own packages of support to ensure that all departments are ready for new higher delivery by August 2015, alongside support at a national level through Education Scotland, SQA, and Scottish Government funding and the additional in-service day.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.5 /cont'd	Continue to implement CfE by: <ul style="list-style-type: none"> • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews 	Head of Children's Services	March 2015		Renfrewshire secondary schools continue to engage with SQA to ensure that the ongoing transition to new national qualifications is as smooth as possible. This is the second year when in excess of 30 teaching staff will carry out a quality assurance role on behalf of SQA, and have been cascading their knowledge and skills at both a school and authority levels (through twilight CPD sessions, subject forums and writing teams). With an increased focus on 'understanding standards' training, access to live candidate material and a new approach to verification this session, Renfrewshire staff are developing their confidence around the delivery and assessment of new national qualifications. This has been further enhanced by the range of SQA subject implementation events along with understanding standards and improvements to subject pages on the SQA website. SQA continues to support Renfrewshire at authority, SQA coordinator, head teacher and school levels.

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6.5 /cont'd	Continue to implement CfE by: <ul style="list-style-type: none"> • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews 	Head of Children's Services	March 2015		Head teachers met in October 2014 to review the senior phase curriculum. In particular, articulation and progression from the BGE into the senior phase was considered and as a result a short life working group has been set up. Membership includes head teachers, DHTs, council officer and union representation. The aim of the group is to review the senior phase and propose a Renfrewshire model for possible implementation in August 2016. The group will carry out research into different models, consult with key stakeholders and take account of national guidance including the recommendations made in the report 'Developing Scotland's Young Workforce', before making a recommendation to the management team. The group will also create a senior phase guide outlining minimum requirements for schools.

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6.5 /cont'd	Continue to implement CfE by: <ul style="list-style-type: none"> • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews 	Head of Children's Services	March 2015		<p>An evaluation has been completed of the 2014 study leave for S4 learners who did not have examinations. After a very successful programme of school and authority wide experiences (including college taster courses and a range of employer inputs / work experience) a series of recommendations for session 14/15 were made and approved by board in November 2014. Therefore the pilot model used in May 2014 will now be established as the Renfrewshire Enrichment Programme for senior phase learners who do not require study leave.</p> <p>A short life working group is currently in place to review the authority approach to reporting to parents. This has membership from all sectors including professional organisations and is considering a range of issues, including profiling, tracking and monitoring, learner conversations and the role of the traditional parents' evening and report card.</p> <p>Achievements of young people are recognised and celebrated in schools with all P7 and S3 pupils completing a pupil profile, with a variety of methods being used (Merit, Glow, blogging). Establishments are continuing to embed the processes of profiling, learner conversations and personal learning planning in classroom methodology and as a result pupils have an improving understanding of their own learning and achievements. This is being monitored through establishment reviews and Education Scotland inspections.</p>

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.6	<p>Improve the quality and experience of modern foreign languages (MFL) in primary schools:</p> <ul style="list-style-type: none"> • implement revised framework for MFL; • pilot P1 programme; and • develop a programme of training to support MFL in primary schools. 	Head of Children's Services	June 2014	80%	<p>12 trainers have completed training in the delivery of the Renfrewshire framework for modern foreign languages in the primary sector. 204 practitioners have been trained in session 2013-14 and a further 170 will be trained in session 2014-15. A local authority strategy group has been established and a position paper has been developed which will form the basis for Renfrewshire's strategy. A secondary seconded development officer has been employed in order to engage secondary schools in this development. We are hosting 5 German educational trainees this session. They will be based in our five secondary schools who deliver German. They will also be assigned to associated primaries in order to give learners access to native speakers. Links with Renfrewshire and Lyon continue to strengthen as young people and staff blog with their French partners. There are plans to host a visit from a further 12 practitioners from Lyon this session. Plans are in place to strengthen partnerships with Furth in Germany. An exchange visit will be organised for Dec/Jan 2015. A modern languages website has been added to GLOW. This site covers French, Spanish and German and includes many resources which staff have uploaded, including native speakers dialogue files. This website is increasingly well used. We now have 12 pilot schools who are piloting revised approaches from primary 1 to primary 7. All primary schools are delivering a modern language in at least 3 stages.</p>

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Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.7	<p>Ensure that learners have the necessary skills for adult life in the 21st century by:</p> <ul style="list-style-type: none"> • delivering the Skills for Success implementation plan; • giving learners the opportunity to develop skills, including higher order thinking skills, both within the classroom and through providing opportunities for wider achievement; • implementing the Invest in Renfrewshire employability strategy; • working alongside community partners to enrich the curricular experience of learners; and • focusing on effective transition support from the senior phase into positive, sustained destinations. 	Head of Children's Services	March 2015	75%	<p>The skills for success (S4S) group delivered on over 80% of the 2013/14 implementation plan. The group has had an increased membership for session 14/15, to include representation from the ASN and primary sectors, the University of the West of Scotland, and to incorporate three secondary head teachers. The main driver for the group is the Developing Scotland's Young Workforce (DSYW) report, and the S4S implementation plan for the next three years will focus on implementing the recommendations of the DWSW report.</p> <p>Invest in Renfrewshire continues to support school-based employability opportunities, and in session 2014/15 each secondary school (and the ASN sector) retained a project leader tasked with supporting the development of employability skills. Project leaders are well supported by HQ staff and there are regular meetings, partner inputs and CPD activities planned for this school session. Graduate interns have formed part of this school team in supporting employability whilst focusing on the capture of leavers' data for the Scottish Government data hub (which feeds into Insight / SLDR). Schools have provided very positive feedback on their interns last session and many have applied for interims this session to move forward the STEM agenda (science, technology, engineering and maths).</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

**Community planning theme: Children and young people
Jobs and the economy**

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.7	<p>Ensure that learners have the necessary skills for adult life in the 21st century by:</p> <ul style="list-style-type: none"> • delivering the Skills for Success implementation plan; • giving learners the opportunity to develop skills, including higher order thinking skills, both within the classroom and through providing opportunities for wider achievement; • implementing the Invest in Renfrewshire employability strategy; • working alongside community partners to enrich the curricular experience of learners; and • focusing on effective transition support from the senior phase into positive, sustained destinations. 	Head of Children's Services	March 2015	100%	<p>Last session the Renfrewshire skills development pack was reviewed and updated to include early years and learner materials. Every teacher in Renfrewshire has been issued with the skills pack in electronic format, and provided with their own skills taxonomy fan. This session schools have been encouraged to ensure new staff and probationers have access to the electronic version of the pack. The skills team has delivered a significant amount of sectoral based twilight CPD on skills through the online CPD catalogue to complement the pack. Skills development has been incorporated into school improvement plans this session and as a result more schools are contacting the skills team to arrange in-house training for their staff.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people Jobs and the economy				
Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills				
Action Number	Action	Responsibility	Timescale	Progress Bar
6.8	Develop and deliver programmes and projects that improve young people's health and wellbeing, ensuring a focus on prevention, building responsibility and supporting vulnerable young people at risk.		March 2016	100%
<p>Progress on actions April 2014 to March 2015</p> <p>A range of targeted health and wellbeing initiatives, in both a school and community setting, have been progressed over the last year by youth services:</p> <ul style="list-style-type: none"> • Secondary schools have been supported in the delivery of the drugs and alcohol curriculum through age appropriate, interactive youth worker led drug and alcohol inputs; • An innovative project, run in partnership with the Children's Parliament and youth services has provided support to the primary 7 pupils making the transition to Renfrew High School this August. After gathering the views and experiences of all P7 and S1 pupils, the participants made a mural that expressed their hopes and concerns. • A new youth forum / club for young people identifying themselves as LGBT (Lesbian, Gay, Bisexual and Transgender) has been established in partnership with LGBT Youth Scotland. The groups helps give young people a voice and offers support, advice and information; • New Forest School provision has been delivered for young people attending learning support at Park Mains High School and St Andrew's Academy's Bosco Unit. • The social, emotional and behavioural needs of young people at school have also been met through targeted youth work projects like the Earn-a-bike initiative at Johnstone High School and the Learn, Explore and Discover programme run at Renfrew High and the Kintyre Unit at Linwood High. These programmes build confidence, independence and have helped young people engage in their learning at school. • Young people with additional support needs at Kersland and Mary Russell School are also supported through social interaction groups, the Duke of Edinburgh's Award and youth clubs. • Youth services continue to play an important role every week at the Flexible Learning Resource, delivering personal and social development that builds resilience, respect for others and promote young people's engagement in learning. 				

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
Community planning theme: Children and young people Jobs and the economy					
Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to September 2014
6.8	Develop and deliver programmes and projects that improve young people's health and wellbeing, ensuring a focus on prevention, building responsibility and supporting vulnerable young people at risk.	Head of Children's Services	March 2016	50%	<p>The health of learners in secondary schools in Linwood is being targeted through the Hearty Lives Programme funded by The British Heart Foundation (BHF) and the Local Area Committee and delivered in partnership with Active Communities. The programme has already run several successful events, including a Parkours Club, health based transition event and a peer educators programme where young people are trained to work with their peers to help them make healthy choices.</p> <p>Several primary schools are involved in the PATHS project (promoting alternative thinking strategies) partly funded through Big Lottery and supported by Barnardos. The project is developing the pro-social skills, emotional understanding, social problem solving and self-control of learners from Early Years through to P7. Two of the participating schools will be applying to be a PATHS curriculum model school. If successful Renfrewshire will be the first in Scotland to receive such an award.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

**Community planning theme: Children and young people
Jobs and the economy**

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.9	Develop and deliver programmes and projects that improve young people's skills for learning, life and work ensuring a focus on preventing negative destinations.		March 2016		<p>Youth services continues to deliver projects and programmes that improve young people's skills:</p> <ul style="list-style-type: none"> In a community setting a wide range of different youth drop-ins, youth clubs and arts and media projects provide opportunities for young people to develop skills. Young people learn to work together, improve their communication skills and take on positions of responsibility as leaders and volunteers. Opportunities to attain more specific skills valued by employers are provided in ICT and media skills; food hygiene and first aid qualifications; and driving skills. Opportunities for young people to fulfil leadership roles; e.g. young people volunteering as young leaders, peer education roles and young people representing the views of others in youth forums and pupil councils; and Accredited awards that are valued by employers; for instance the Duke of Edinburgh's Award.

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
A better future: Children and young people Safer and stronger					
Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
7.1	Improve the arrangements in place to support young people to develop their own opinions, express their views and take positive action in their communities		March 2015	100%	<p>Youth services continue to support a range of projects and initiatives that help young people develop and express their views and be active in their local community. In the last year the following progress has been made:</p> <ul style="list-style-type: none"> • Renfrewshire Youth Voice successfully organised the 2014 Positive About Youth Awards and are taking forward plans, with British Council funding, to investigate the need for a youth facility in Paisley; • A group of young people took part in a multi-media project to express their views about the regeneration of Linwood and what it is like to be a young person growing up in Linwood. An exhibition produced by the young people is on display at Linwood library; • West Johnstone Youth Council organised the Johnstone Gala for the second year in a row; • A new digital technology project is supporting young people to investigate how digital technology can improve youth information and young people's involvement in democratic processes; • Three new MSYPs were returned through a by-election held in September. For the first time an on-line voting platform was used to administer the election. 12 candidates are standing in the Scottish Youth Parliament elections in March 2015; • MSYPs have been active in the Care, Fare, Share campaign (about support to young careers) and were successful in influencing elected members to pass a motion, at Full Council, in support of the campaign; and • Five MSYPs attended sittings of the Scottish Youth Parliament in Shetland, Stirling and Perth. In June 2015 the Scottish Youth Parliament will meet in Renfrewshire.

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

**A better future: Children and young people
Safer and stronger**

Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
7.2	Develop and extend opportunities for young people to achieve; for example, through accredited awards, performance in sport, leadership roles and volunteering.		March 2016		<p>Youth Services continue to offer opportunities for young people to achieve. Young people were supported to achieve through leadership roles: as MSYPs, youth forum members; peer educators, Duke of Edinburgh's Award young leaders; youth club leaders; and pupil council members.</p> <p>Young people also achieved through the arts. Dance and drama groups in Linwood and Renfrew successfully organised musical performances in their community and young people from the LADDs youth group in Linwood also performed at Go Dance 2014, the 7th annual festival for excellence in community dance at the Theatre Royal. Young people involved in Project Z in Ferguslie successfully published a second graphic novel called 'The Terror Returns'. Two young people were also successful in being selected to take part in the opening and closing ceremony of the Commonwealth Games.</p> <p>Achievement is also progressed through accredited awards like the Dynamic Youth Award, John Muir Award, Saltire Award, Youth Achievement Award and the Duke of Edinburgh's Award. Over the last year there has been a significant development in the Duke of Edinburgh's Award with three new award centres becoming established at Linwood High School, Renfrew High School and an Open Award Group in Erskine.</p>

Council plan theme: A better future - improved health, wellbeing and life chances for children and families

**A better future: Children and young people
Safer and stronger**

Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
7.3	Develop and deliver rugby in schools and in the wider community; ensuring that links are made with local clubs and girls are encouraged to take part.	Head of Planning and Community Services	March 2016	100%	<p>Between April 2014 and March 2015, 35 of the 49 primary schools have received curriculum time rugby classes through P.E. time, school health weeks and after school clubs. Two programmes were offered to the schools: touch rugby for P5 and P6 and the introduction of full contact rugby to P7 classes.</p> <p>7,275 primary aged young people have participated from April 2014 to March 2015, this figure has increased throughout the school year due to the recruitment of three Scottish rugby modern apprentices who promoted the sport and increased opportunities for young people to participate in the sport.</p> <p>4605 young people from across the secondary schools have participated in rugby matches and events such as secondary school games, inter authority games and additional friendly fixtures between April 2014 and March 2015.</p> <p>The rugby academy at Castlehead High School and school of rugby programme at Paisley Grammar School continue to run this year providing selected pupils with 3-4 rugby sessions a week both groups have the opportunity to play against other schools of rugby from other local authorities. All players involved in these programmes are benefitting from both the rugby and life skills learnt through rugby.</p>

Council plan theme: A better future - managing assets

Community planning theme: Safer and stronger Renfrewshire

Service outcome 8: Children, young people and staff benefit from an enhanced learning environment

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
8.1	Complete the new St James' Primary School (Renfrew) and Moorpark Pre 5 Centre.	Head of Resource Services	August 2014	100%	<p>The school, pre 5 and community learning centres were officially opened in August 2014.</p> <p>Work on phase 2 of this project continues and while a fire at the old school building impacted on the demolition of the building the time was recovered. The construction of parking and outdoor sports facilities is ongoing and the project is expected to complete by the end of April 2015.</p>
8.2	Progress the design and construction of a new school and pre 5 centre for children and young people with severe and complex needs and the closure of Clippens, Kersland and Hollybush Pre 5 Centre.	Head of Resource Services	August 2016	100%	<p>Design development, with input from head teachers from Clippens and Kersland Schools and the head of centre from Hollybush Pre 5 Centre, was ongoing throughout 2014.</p> <p>The project has now moved to the construction phase with the contract awarded to CBC under a partnership framework agreement. Site possession was established on 3 November 2014 and enabling works commenced on 24 November 2014.</p> <p>Robust governance arrangements are in place and technical meetings and design team and client progress meetings have been established for the coming year.</p>

Council plan theme: A better future - managing assets

Community planning theme: Safer and stronger Renfrewshire

Service outcome 8: Children, young people and staff benefit from an enhanced learning environment

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
8.3	Develop proposals for a new School Estate Management Plan (SEMP).	Head of Resource Services	May 2014	100%	<p>Education and leisure services' school estate management plan (SEMP) was approved by education policy board in May 2014 and detailed plans for the first phase of the plan were approved by the education policy board in August 2014.</p> <p>Formal consultations have been concluded in relation to the undernoted phase 1 projects. Education Scotland has commented positively on the approach taken by Renfrewshire Council and reports recommending that proposals be progressed will be submitted to the education policy board on 5 March 2015:</p> <ul style="list-style-type: none"> • a new build St Fergus' Primary School including a catchment review involving St Fergus' and St Mary's Primary Schools; • a catchment review involving St Fillan's and Our Lady of Peace Primary Schools; and • a catchment review involving St Anne's and St James' (Renfrew) Primary Schools. <p>Very good progress is being made in the development of the refurbishment and extension of Mossvale and St James' Primary Schools (including the integration of Mossvale Pre 5 Centre into the school building). The head teachers and both school communities have informed the process and the project is on programme and on budget.</p> <p>A proposal to consult on the relocation of Bargarran and St John Bosco Primary Schools to a fully refurbished shared campus on the site of the existing St John Bosco Primary School will be submitted to the education policy board on 5 March 2015. Should the education policy board approve this proposal a consultation will take place during May 2015 with a report on the outcome of the consultation submitted to education policy board in November 2015.</p>

Council plan theme: A better future - managing assets

Community planning theme: Safer and stronger Renfrewshire

Service outcome 8: Children, young people and staff benefit from an enhanced learning environment

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
8.4	Liaise with the corporate landlord to ensure the efficient maintenance of all ELS establishments.	Head of Resource Services	March 2015	100%	<p>ELS continues to liaise with the corporate landlord to identify priorities within the maintenance programme and to ensure compliance with statutory maintenance obligations to ensure that facilities are accessible to all.</p> <p>ELS also leads on the annual review of core facts with the assessment of condition central to this exercise.</p>

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
reduction in the causes and impact of poverty**

**Community planning theme: Children and young people
Safer and stronger
Jobs and economy**

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.1	Develop and deliver literacy and numeracy programmes for adult learners, including the development of family learning programmes to marginalised and vulnerable families, and support the early years strategy.	Head of Planning and Community Services	March 2016	80%	<p>There are currently 17 literacies sessions being delivered throughout Renfrewshire on a weekly basis. These sessions are for varying levels of literacy, numeracy and learners can choose what they wish to work on. Outreach is being carried out in Low Moss Prison to support short term offenders who live in Renfrewshire. This initiative supports offenders to continue with their learning once they are liberated and to help them integrate back into the local community. There is an IV Calculations Numeracy Project that is delivered in Royal Alexander Hospital in partnership with the NHS where student nurses are supported with numeracy calculations.</p> <p>At West Johnstone Campus and Castlehead Secondary school youth literacies sessions supported young people in their transitional stage between school and employment. This helped them make decisions towards positive destinations and develops their literacy skills. 333 learners have participated in ALLS literacy programmes in Renfrewshire since April 2014.</p> <p>A mobile crèche provision for 50 weeks of the year throughout Renfrewshire is offered by the Adult Learning and Literacies Service. The crèche meets learners' needs for childcare provision through delivering morning, afternoon and evening crèche support. All staff have SVQ qualifications, as required by Scottish Social Services Council.</p>

Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families reduction in the causes and impact of poverty				
Community planning theme: Children and young people Safer and stronger Jobs and economy				
Service outcome 9: Young people, families and communities benefit from improved community learning and development Progress on actions April 2014 to March 2015				
Action Number	Action	Responsibility	Timescale	Progress Bar
9.1 /cont'd	Develop and deliver literacy and numeracy programmes for adult learners, including the development of family learning programmes to marginalised and vulnerable families, and support the early years strategy.	Head of Planning and Community Services	March 2016	60%
The Family Learning and Literacies Project locally known as the Pizza Reading Group work with vulnerable families whose children do not readily engage in learning within a school environment. Families are encouraged to participate in activities which help to raise confidence, self belief and language skills of both children and adults. In the sessions parents are encouraged to help their children with homework and join in the fun learning activities. Parents learn new, fun methods of encouraging their children to read and learn. The project was delivered in Our Lady of Peace and Woodlands Primary schools between April and June 2014 working intensively with 8 parents and 15 children. A pilot of the Pizza Reading Group was set up in January 2015 with families who attend Linwood Community Nursery who will have the opportunity to participate in the family learning experience.				

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
reduction in the causes and impact of poverty**

**Community planning theme: Children and young people
Safer and stronger
Jobs and economy**

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.2	Develop and deliver work clubs targeted at vulnerable adults seeking employment. Extend Beginners IT classes and work clubs to develop partnership between ALLS and Renfrewshire Employability Partnership.	Head of Planning and Community Services	March 2016	100%	<p>A new initiative has been developed between ALLS and Renfrewshire Employability Partnership called the Learning and Employability Project. (LEEP) A new Community Learning Officer (with an employability remit) is in post to support the project. The project provides a range of additional learning programmes targeting adults aged 16 plus seeking employment and living in Renfrewshire. 358 learners participated in the Learning and Employability Project between April 2014 and March 2015. The project is funded through Renfrewshire Employability Partnership.</p> <p>There are eight Work Clubs being delivered in partnership with Renfrewshire Employability Partnership and Job Centre Plus which help people back into employment by offering support with job searches, CVs and access to PCs and the internet. The workclubs are located in Bargarran Community Centre, Linwood Library, Foxlea Learning Centre, West Johnstone Learning Centre, Southend Action Centre, Glenburn Learning Centre and two in Moorpark Learning Centre. 418 learners participated in Work Clubs between April 2014 and March 2015.</p> <p>Adult Learning and Literacies Services also have an extensive digital skills programme with thirteen Computing for Beginners classes and seven IT Skills for Work classes supporting learners into employment or progressing to further or higher education. There are also five IT skills for life classes targeting more older learners who have an interest in new technology. 444 learners participated in the Digital skills programme between April 2014 and March 2015.</p>

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
reduction in the causes and impact of poverty**

**Community planning theme: Children and young people
Safer and stronger
Jobs and economy**

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.3	Provide a wide range of community based adult learning programmes in response to community need, including the development of a 'Moodle' online learning environment.	Head of Planning and Community Services	March 2016	100%	<p>Over 250 adult learners from across Renfrewshire were honoured for their achievements in adult learning at an awards ceremony held in Glynhill Hotel. Each participant was awarded a certificate for completing courses and programmes organised and delivered by the ALLS team. Professor Ted Milburn gave an inspired speech encouraging learners to continue with their learning and to set personal goals.</p> <p>From April 2014 and March 2015 286 classes were delivered by ALLS throughout Renfrewshire in a variety of community settings. 2176 adults participated in ALLS learning programmes and 33 accredited classes were delivered by ALLS throughout Renfrewshire. 175 adult learners participated in accredited classes in a variety of community settings.</p> <p>253 non-accredited classes were also delivered by ALLS throughout Renfrewshire. In total, 2001 adult learners achieved non-accredited learning through ALLS in a variety of community settings.</p>

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
reduction in the causes and impact of poverty**

**Community planning theme: Children and young people
Safer and stronger
Jobs and economy**

Service outcome 9: Young people, families and communities benefit from improved community learning and development					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.3 /cont'd	Provide a wide range of community based adult learning programmes in response to community need, including the development of a 'Moodle' online learning environment.	Head of Planning and Community Services	March 2016		<p>ALLS continues to provide a unique service to residents offering a wide range of learning opportunities including; English for Speakers of Other Languages, Gaelic, Literacies, Online learning, IT Core Skills and Work clubs. The service continues to target vulnerable and marginalised residents from the five and ten percent data zones.</p> <p>159 learners participated in Personal and Social Development (PSD) classes, delivering Parenting Matters, Confidence Building, Speakeasy and Steps to Excellence. An exciting new initiative has taken place in Adult Learning and Literacies Services through the development of a new Personal and Social Development (PSD) course called 10 Lessons for Life.</p> <p>The course is designed to engage adults in their first steps back into learning using a group work approach that begins the process of self-reflection and acknowledgement of their skills and strengths. The course will initially be delivered by eight newly trained ALLS Facilitators, in West Johnstone, Moorpark, Bargarron and Glenburn Learning Centres. The course will also be used as a CPD training resource to help staff develop their understanding of the barriers learners may have to learning and how they can support them to break them down.</p>

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
reduction in the causes and impact of poverty**

**Community planning theme: Children and young people
Safer and stronger
Jobs and economy**

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.4	Continue to develop opportunities for individuals to volunteer in our service delivery.	Head of Planning and Community Services	March 2016	100%	<p>A literacies volunteer training course took place in West Johnstone Learning Centre in December 2014. Nine participants completed the training and are currently being matched in to literacy sessions to support learners with varying degrees of literacy skills.</p> <p>English for Speakers of Other Languages (ESOL) volunteering course will be delivered in February / March 2015 in Moorpark Learning Centre. Volunteers will support ESOL learners in learning sessions throughout Renfrewshire.</p> <p>The strategy is being reviewed to ensure it complements the principles and themes as set out in the new regulations for the provision of community learning and development within a local authority. A new strategic plan will be developed and submitted to the Scottish Government by September 2015.</p>
9.5	Implement the new Renfrewshire Community Learning and Development Strategy; ensuring that services have a focus on tackling poverty, prevention and early intervention and support vulnerable individuals and families.		March 2016	100%	

Council plan theme (s): A better council - strategic change management people and organisational development					
Community planning theme: Empowering communities					
Service outcome 10: Our approach to effective and efficient service management results in improved services to, and best value for, our customers					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
10.1	Explore alternative models of service delivery of leisure and cultural services	Head of Planning and Community Services	March 2015	75%	<p>ELS consulted with stakeholders, employees and trade unions on the potential broadening of the remit of Renfrewshire Leisure to manage all culture, sports facilities and services on behalf of the council. The consultation ended in October 2014 and the business case was presented to Council on 18 December 2014. The business case for transferring management of our cultural and leisure services to the Renfrewshire Leisure trust was approved by elected members.</p> <p>The board of Renfrewshire Leisure has already agreed in principle to accept the transfer proposal, we will now work with Renfrewshire Leisure to prepare for transfer on 1 July 2015. The board of RLL will meet in the Spring to confirm this in the light of the Council's decision.</p>
10.2	Contribute to more efficient working arrangements by participating in corporate strategic workstreams	Head of Resource Services Michael Dewar	March 2015	100%	<p>ELS has contributed to the corporate change programme groups and board and has contributed to the development of the new 'better council' programme.</p>

Council plan theme (s): A better council - strategic change management people and organisational development					
Community planning theme: Empowering communities					
Service outcome 10: Our approach to effective and efficient service management results in improved services to, and best value for, our customers					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
10.3	Participate in and support the implementation of the Corporate Business Support service Action Plan for ELS.	Head of Resource Services Michael Dewar	March 2015	100%	Good progress has been made towards the implementation of effective business support arrangements for both schools and HQ through the corporate business support action plan.
10.4	Reduce staff absence levels by supporting staff attendance and well-being.	Head of Resource Services Michael Dewar	March 2016	100%	The majority of ELS employees are teachers, whose absence levels have reduced in 2013/14 compared to 2012/13. Local Government absence levels have also reduced overall but this is not consistent throughout the year. Extensive work continues across the service to reduce staff absence and education managers regularly link with head teachers to reduce absence levels and ensure employees are accessing the support they require. The service undertook an analysis of HR data to identify patterns in absence rates to ensure that targeted support is being accessed, and policies are reflective and effective.

Council plan theme (s): A better future; A better council - improved health, wellbeing and life chances for children and families managing assets					
A better future: Safer and stronger					
Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.1	Continue to develop Renfrewshire Community Sports Hub Structure and support local sport clubs to participate in decision making.	Head of Planning and Community Services	March 2016	100%	<p>Community Sports Hubs (CSH) continue to be the home for community sport. All seven Renfrewshire CSH's are constituted with office bearers appointed, each constitution is based on the agreed needs of the member clubs.</p> <p>Across the seven Community Sports Hubs there are 67 member clubs/organisations, 7500 participants and 900 deliverers involved in sport.</p> <p>Each CSH has been contributing towards a shared and agreed hub action plan which has an agreed vision, key priorities, outputs and measurable outcomes set against the hub plan. Each hub plan has funding attached to it which is specific to achieving the outlined plan. Each member club has identified their priorities and the investment required to achieve the plan.</p>

Council plan theme (s): A better future; A better council - improved health, wellbeing and life chances for children and families					
A better future: Safer and stronger					
Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.2	Develop and implement a new sports strategy	Head of Planning and Community Services	June 2014	60%	Renfrewshire's Sports Strategy was approved at the Sports Leisure and Culture Policy Board in August 2014. The steering group have prepared a draft implementation plan which will be presented to the Strategic Group in February 2015. The steering group will develop into an implementation group, comprising key partners and will take responsibility for implementing the Sport's strategy.
11.3	Develop and implement the pitches playing fields and pavilions strategy.	Head of Planning and Community Services	March 2016	40%	The Pitches, Playing Fields and Pavilions Strategy has been completed and was approved at the Sports, Leisure and Culture Policy Board in November 2014. Design options and costs for facility upgrades and improvements are being developed. These will be available in February 2015. Discussion with local members and community groups will follow thereafter to determine the most suitable option for communities.

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
a safer and strong Renfrewshire**

**Community planning theme: Safer and stronger
Children and young people**

**Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the
condition of leisure facilities**

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.4	<p>Work on Partnership with NHS Greater Glasgow & Clyde, Renfrewshire CHP Health improvement team and other local authorities to:</p> <ul style="list-style-type: none"> develop the substance misuse toolkit for both primary and secondary sector; signposting schools to high quality audited resources around drugs, tobacco and alcohol; support schools to meet the needs identified by the health and wellbeing survey; support schools to deliver the relationship, sexual health and parenthood (RSHP) resource; work in partnership with Choose Life and partners to develop a mental well being policy; and develop a primary resource to replace the active choices programme in primary schools. 	Head of Children's Services	March 2015	100%	<p>The new Relationships Sexual Health and Parenthood (RSHP) pack is now part of primary and secondary school CPD programmes. Plans are in place to support staff to deliver this. In partnership with the CHP an additional £4000 worth of resources were delivered to Kersland, Clippens and Mary Russell schools to support them in the delivery of RSHP programme. Effectiveness of delivery will be monitored next year.</p> <p>The substance misuse toolkit was successfully launched in December to secondary schools. A primary version has been developed and will be launched in March 2015.</p> <p>A replacement for the active schools' Active Choices programme has been identified. This has been developed by NHSGG&C from the 'Body Matters Resource'.</p> <p>Renfrewshire CHP has allocated funding to support the further development of this resource. This resource will be available for schools in January 2015.</p> <p>Over the past twelve months a group of young people from Erskine Music and Media Youth Group have been working to develop an information DVD which supports the Relationships, Sexual Health and Parenthood Education curriculum that is being rolled out across our local authority area.</p> <p>The DVD has been developed to support teachers and youth workers with the delivery of the Relationships Sexual Health and Parenthood Education Curriculum (RSHP) across Renfrewshire.</p>

**Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
a safer and strong Renfrewshire**

**Community planning theme: Safer and stronger
Children and young people**

**Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the
condition of leisure facilities**

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.4 /cont'd	<p>Work on Partnership with NHS Greater Glasgow & Clyde, Renfrewshire CHP Health improvement team and other local authorities to:</p> <ul style="list-style-type: none"> • develop the substance misuse toolkit for both primary and secondary sector; signposting schools to high quality audited resources around drugs, tobacco and alcohol; • support schools to meet the needs identified by the health and wellbeing survey; • support schools to deliver the relationship, sexual health and parenthood (RSHP) resource; • work in partnership with Choose Life and partners to develop a mental well being policy; and • develop a primary resource to replace the active choices programme in primary schools. 				<p>The need to produce this DVD was identified by young people via research which was conducted in Renfrew High School which highlighted a lack of awareness around the provision of sexual health and wellbeing services available across Renfrewshire.</p> <p>Permission for health improvement to lead on the development of this DVD was granted by Renfrewshire Sexual Health Planning and Implementation Group which includes representation from education, health and the third sector.</p> <p>Erskine Music and Media Youth Group took the lead with the production overseen by a working group which included representatives from Health Improvement, Sandyford Renfrewshire, GPs, School Nursing, youth services and Erskine Music and Media Youth Group was launched in November 2014.</p>
11.5	Provide quality physical education in primary and secondary schools including physical education staff development for primary teachers.	Head of Children's Services	June 2016	70%	<p>A physical education lead officer was appointed in June 2014 and has been engaging with all schools in providing support in the delivery of quality PE. There have been a number of successful CPD courses offered to practitioners and these continue to be very well attended. Resources and equipment have been purchased and updated to ensure children access quality PE.</p> <p>An Education Scotland visit to the Park Mains cluster has taken place to evaluate the impact of grant funding to support the development of PE and to share areas of good practice across Scotland.</p>

Council plan theme: A better council - serving our customers and citizens

Community planning theme: Empowering our communities

Service outcome 12: Our customers are consulted and satisfied with our services

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
12.1	Develop and undertake an annual parent and learners satisfaction survey	Head of Children's Services	August 2014	50%	The survey is currently under development and aims to be issued in 2014/2015 school sessions following consultation with our establishments. We expect this to be completed by the end of the school session.
12.2	Develop a consultation toolkit to assist services and schools in carrying out meaningful consultation with customers	Head of Children's Services	August 2014	50%	A draft consultation toolkit was issued to services and establishments in October 2014. The use of which has yet to be evaluated. This will be considered in the context of service integration in this school session.

Council plan theme: A better future - performance management framework and approach

**Community planning theme: Children and young people
Empowering our communities**

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
13.1	Continuous improvement and self-evaluation procedures are embedded in all Renfrewshire education establishments.	Head of Children's Services	March 2016	100%	All establishments currently undertake self-evaluation and complete an annual self-evaluation profile. A working group has rationalised our approaches to self-evaluation and school improvement planning with the intention to produce revised guidance within this current school session.
13.2	Continue to develop approaches to self-evaluation in line with the recommendations from the VSE exercise with Education Scotland.	Head of Children's Services	March 2015	100%	Education Scotland published its report on the service's validated self-evaluation in May 2014. The positive report highlighted a number of key strengths of the services' approach to self-evaluation. Much of the work which was highlighted in the VSE exercise has now led to improvements in staff's capacity to self-evaluate and challenge services. We have also undertaken a number of improvements in relation to the areas of focus in the VSE process: transitions, the development of GIRFEC, approaches to the broad general education and the development of skills for learning, life and work.

Council plan theme: A better future - performance management framework and approach

**Community planning theme: Children and young people
Empowering our communities**

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
13.3	Continue to develop and implement a quality framework for community learning and development; encompassing internal review and joint approaches to self-evaluation and improvement planning.		March 2016	100%	CLD Partners have made progress by piloting an area based approach to planning and evaluating CLD provision. Focusing on the Linwood area, twenty different partner organisations have worked jointly to record the CLD provision that is happening. Partners have also undertaken a joint self-evaluation exercise of CLD provision, focusing on the impact of CLD provision on families and wider achievement for young people.

Council plan theme: A high performing council - performance management framework and approach

Community planning theme: Empowering our communities

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
13.4	Implement the senior phase benchmarking tool across our schools and develop a revised model for SQA performance management in secondary schools.	Head of Children's Services	August 2014	50%	The senior phase benchmarking tool, branded 'Insight – benchmarking for excellence' was launched by the Scottish Government in September 2014. Staff in the service and in our secondary establishments are currently familiarising themselves with the tool. We undertook benchmarking visits with our secondary schools and will use good practice from these visits to further inform the development of Insight 2014 leavers destination data will become available at the end of February 2015.

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14: Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.1	Provide a programme of continuous professional development for staff working with children with additional support needs (ASN).	Head of Children's Services	August 2014	75%	We are currently developing the programme and have already provided training on attachment, de-escalation, GIRFEL and training for support assistants on promoting positive relationships. We will develop this further with a strategy in the next school session.
14.2	Undertake a review of the professional learning currently offered for newly qualified teachers (NQTs).	Head of Children's Services	June 2015	50%	<p>The review has taken place and from evaluation responses it was agreed to develop our own programme for NQTs through capitalising on the strengths of our existing headteachers and providing opportunities to build leadership capacity across our schools.</p> <p>Newly qualified teachers (NQTs) have attended a two day welcome programme and a first round of CPD relating to promoting positive behaviour.</p> <p>A session has been provided for supporters to ensure they are clear about GTCS requirements, the online profile and good practice in relation to supporting NQTs.</p> <p>The professional learning programme throughout the session is currently being developed using the expertise which lies within the authority rather than an external company as has happened in previous years.</p> <p>Scottish Government funding has enabled the authority to build in Learning for Sustainability and Global Citizenship provided by WOSDEC.</p> <p>An evaluation of the welcome days was carried out and NQTs will evaluate each of their professional learning sessions on the LA CPD website. The results will be collated on an ongoing basis as we go through the school session.</p> <p>As part of the Partnership agreement with universities we are working alongside others to enhance NQT programmes and share practice. An audit was carried out by the University of Strathclyde of current programmes and this has been shared to promote good practice.</p>

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14 : Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.3	Provide a programme of continuous professional development for staff working with children.	Head of Children's Services	August 2014	100%	<p>All teachers have been offered and attended a wide and varied programme of training. Some examples include:</p> <ul style="list-style-type: none"> • reflection against the professional standards; • modern languages; • coaching for leadership (PRD); • Oh Lila; • learning for sustainability and • rights across the curriculum. <p>We will continue to offer high quality professional learning opportunities for staff.</p>

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14 : Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.4	<p>Develop policy and procedures to support the implementation of 'Teaching Scotland's Future' (Donaldson Review):</p> <ul style="list-style-type: none"> • Implement General Teaching Council of Scotland (GTCS) professional update; • Develop framework for leadership at all levels; • Support a culture of career-long professional learning; and • Develop the partnership between Renfrewshire, North Ayrshire and East Ayrshire councils and the University of West of Scotland to support and encourage professional learning for aspiring leaders. 	Head of Children's Services	<p>from August 2014</p> <p>March 2015</p>	80%	<p>The Professional Review and Development and Professional Update policy and support pack for schools has been agreed by the JNC and education policy board. All teachers across Renfrewshire Council have a copy of this policy and all line managers are now implementing this policy. The policy and practice was validated by the GTC Scotland in May 2014.</p> <p>There is a training programme in place to support effective implementation of the policy and the working group continues to meet to support the process and monitor and evaluate the success of implementation.</p> <p>The leadership strategy has been agreed and approved by JNC and education policy board. The strategy now requires to be implemented through raising awareness across all schools and will be used in order to support the career long professional learning pathways for all teachers.</p> <p>Training sessions have been organised to support teachers with reflection against the Professional Standards. This was delivered by the PRD working group and central staff.</p> <p>Training sessions have been organised for February 2015 to support Professional Learning Coordinators / Reviewers in school with regards to coaching skills.</p> <p>A professional learning opportunity will be offered to all primary headteachers during March / April 2015 with regards to coaching learning sets. This training will be delivered by Keep Learning which is a registered CPD provider with Education Scotland.</p> <p>We have six participants who have been given the opportunity to engage in the online professional learning activity – Aspiring Leaders. We are organising network sessions with the other local authorities to support our participants and ensure that we build in sustainability in leadership development.</p>

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14 : Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.5	Continue to review workforce development action plan.	Head of Resource Services	March 2016	100%	We have continued to work with colleagues from across services to review, maintain and develop the workforce development action plan.

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14 : Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.6	Develop joint approaches to upskilling the community learning and development workforce.		March 2016	100%	Community Learning and Development teams continue to up skill volunteers, part-time and full time staff through a rolling programme of training and development. An example of the training includes Professional Development Award (PDA) in Youth Work. Through an inter-authority partnership, with Inverclyde Council, part time youth work staff and volunteers have had the opportunity to undertake this qualification, bringing improvements to the quality of provision for young people.

ELS SERVICE IMPROVEMENT PLAN 2014-2015 Outturn Report

PI Status		Long Term Trends			Short Term Trends		
	Alert		Improving		Improving		Improving
	Warning		No Change		No Change		No Change
	OK		Getting Worse		Getting Worse		Getting Worse
	Unknown						
	Data Only						

1. That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target											
EL037 % of school leavers in positive and sustained destinations				87.7%	89%	90.2%	90%	92%	90%	91%	91%	91%	92.5%	92.5%	The percentage of school leavers in positive and sustained destinations has risen from 90.2% in 2012/13 to 92% in 2013/14. Renfrewshire's ranking, relative to other local authorities, has moved from 24th in 2012/13 to 22nd in 2013/14. The School Leaver Destination results for 2014/15 will not be available until December 2015.	
ELCMT23a Number of days lost per 1,000				13	28	10	27	6	27	8	8	8	8	8	Between 2012/13 and 2013/14 the numbers of days	

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
Primary School pupils through exclusion																lost per 1,000 primary school pupils through exclusions decreased from 10 to 6. The 2014/15 results will be available in July 2015. The service expects the results to be in line with the 14/15 target.
ELCMT23b Number of days lost per 1,000 Secondary School pupils through exclusion				168	205	112	156	64	155	July 2015	87	86	85			Between 2012/13 and 2013/14 the numbers of days lost per 1,000 secondary school pupils through exclusions decreased from 112 to 64. The 2014/15 results will be available in July 2015. The service expects the results to be in line with the 14/15 target.

2. Our services promote and advance equality and the rights of children and adults

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL059a Number of Gaelic learners participating in Gaelic language classes in Renfrewshire				113	110	116	114	122	120	June 2015	120	120	120	85	Performance has improved from 2012/13 due to the appointment of a new ALLS Gaelic Development Officer during 2013 who improved the coordination of Gaelic learning provision across Renfrewshire, East Renfrewshire and Inverclyde. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.	
EL135 Number of pupils participating in Special Games				386	480	427	490	441	500	June 2015	440	445	450	The number of pupils participating in the Special Games has increased between 2012/13 and 2013/14. Increasing from 427 to 441. The annual target for 2013/14 has not been met as a result of the withdrawal of the P1 to P3 age group in 2011/12. Future targets from 2014/15 have been amended to reflect this change. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.		

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL136 Number of pupils with disabilities involved at performance level				45	30	36	35	37	40	June 2015	45	45	45	45	45	<p>The number of pupils with disabilities involved at performance level was 37 across 12 competitions and events. A few of the individuals have represented Renfrewshire at more than one sport. Several young people left school last year and can no longer be counted within our reporting structure. These young people have joined local clubs and will continue to be supported through the national governing bodies.</p> <p>The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.</p>

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELCMT24 Number of racist incidents in schools				48	40	27	30	24	25	June 2015	25	24	23			The number of racist incidents reported in schools has decreased from 27 in 2012/13 to 24 in 2013/14. Positively, this does not exceed target. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.
ELS10.09eiii Attainment of Children at Standard Grade Level by Children from the 20% most deprived neighbourhoods (SIMD)				19.6%	NA	21.8%	NA	NA	NA	NA	NA	NA	NA	NA	NA	This indicator is part of the Local Government Benchmarking Framework and 2013/14 data will be available after the Scottish Government has audited our Local Finance Return.
ELS10.09eiv Attainment of Children at Higher Grade Level by Children from the 20% most deprived neighbourhoods (SIMD)				9.4%	NA	9.5%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	NA	NA	In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications. Attainment data is based on school leavers and is now updated in September and January each year. We will be undertaking benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ICS/LAC/EDA/16 Average tariff scores for looked after children				79	NA	134	N/A	Available August 2015	NA	NA	NA	NA	NA	NA	NA	This figure is reported through the combination of Social Work and Education data by the Scottish Government and data is published the following reporting year. The 2013/14 results will be available in August 2015. The service expects the results to be in line with the 14/15 target.

3. People's quality of life is improved through participation in leisure and cultural opportunities

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL198iii No. of adult participants engaged in learning, cultural and sporting activity (Arts & Museums)				10,123	9,000	11,220	9,000	11,722	9,000	April 2015	12,000	12,500	13,000			The number of adult participants engaged in learning, cultural and sporting activity for Arts & Museums increased to 11,722 in 2013/14 and exceeded target. Performance data is currently being gathered for 2014/15.
EL198ii No. of adult participants engaged in learning, cultural and sporting activity (Gaelic)				120	350	357	355	389	360	April 2015	370	380	380			A Gaelic Learners Celebration Event took place in October 2013 in Paisley Town Hall to capture the spirit of the Royal Mod. Eighty learners attended from across the three local authorities to celebrate Gaelic Language and Culture. Other Gaelic events delivered by Ciann Gaidhig included: Quiz night, Choir Concert, Gaelic talks and conversational groups. Performance data is currently being gathered for 2014/15.
EL198iv No. of adult participants engaged in learning, cultural and sporting activity (CLAD - Literacies ESOL)				772	400	561	450	646	500	April 2015	570	580	580			PI exceeded target due to the success of the Family Literacy Pizza Reading Group Project. Participation in ESOL provision has also increased due to a partnership being developed with ALLS, Polish Little Angels Club and Our Lady of Peace Primary School in Linwood. Performance data is currently being gathered for 2014/15.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS14.3.1a Number of young people taking part in school based projects and programmes run by Youth Services										April 2015						The target has been exceeded. The number of young people registered to school based youth service provision was 1,254. Young people regularly attended a wide range of provision that develops skills for learning, life and work and promotes health and wellbeing. A further 954 young people benefited one off inputs from the team where a register wasn't kept. This includes attendance a youth information drop-ins and youth leadership days. Lastly, over 1,000 P7 pupils also received a Young Scot National Entitlement card through the establishment of a new process for issuing the card 'in bulk' to school pupils. This together with other outreach work has led to a 78% increase in the number of young people with the card. To date 5,842 young people have and are benefiting from the card.
ELS14.3.1b Number of young people taking part in community based projects and programmes run by Youth Services										April 2015						The target has been exceeded. The number of young people registered to community based youth service provision was 2,028. Provision included junior and senior youth clubs, additional support need youth clubs, dance and drama clubs, music and media groups, and community based Duke of

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target											
																Edinburgh Award provision and outdoor learning. A further 763 young people were engaged through outreach and activities at galas and community events.

4. People benefit from the improved condition and usage of community assets and public buildings

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELO19 POOLS - attendances/1000 population				2,245	2,440	2,029	2,526	3,063	2,550	June 2015	2,722	2,900	3,000			The total number of attendances per thousand population has increased from 2,029 to 3,063 in 2013/14. An increase of 1,034. The total number of attendances reported was 533,886. The main reasons for the increase is primarily attributed to the opening of the new ON-X sport and community centre in Linwood. In addition to this there have been several price promotions throughout the year. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.
ELO20 Indoor sports facilities - attendances/1000 population				7,533	7,294	8,537	7,331	11,410	8,600	June 2015	8,600	8,700	8,800			The total number of attendances per thousand population has increased from 8,537 in 2012/13 to 11,410 in 2013/14. An increase of 2,873. The total number of attendances was 1,988,941. A strong performance in membership growth was sustained in 2013/14. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.

5. We value and enjoy our environment and improve it for future generations

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELO18E % of eco schools that have achieved a green flag				58%	55%	58%	55%	60%	57%	June 2015	60%	64%	66%	<p>In 2013/14, 60% of establishments achieved a green flag. This was 2% above the target. To achieve this status, schools promote environmental sustainability through participation in eco-schools projects, and the inclusion of opportunities around global education and climate change.</p> <p>The 2014/15 results will be available in June 2015. The service expects the results to exceed the 14/15 target and have revised future targets.</p>		

6. Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL038 % achieving English and Maths at SCQF level 3 or better				94%	96%	96%	96%	NA	96%	Sept 2015	97%	97%	97%	97%	In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications. Attainment data is based on school leavers and is now updated in September and January each year. We will be undertaking benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement. We will revise this P.I. for 2015 service improvement plan.	
EL133.1 % pupils achieving qualification when engaged in learning experiences such as city and guilds/ XL/ ASDAN/ Vocational programme.				91.52%	88%	91.86%	88%	NA	92%	Sept 2015	92%	90%	92%	92%	Data is currently being gathered from secondary schools and West College Scotland and will be available early 2015. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.	

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL197iii No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (Libraries - culture)				25,544	15,800	25,009	15,800	30,160	25,700	June 2015	25,900	26,100	26,100	26,100	Overall figures for participants are significantly up from 2012/13 and the target has been exceeded. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.	
EL197ii No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (Libraries - learning)				2,955	4,800	5,243	4,800	5,035	5,000	June 2015	5,100	5,200	5,200	There is a slight decrease in the number of participants for 13/14, however the value still exceeds the annual target. Performance data is currently being gathered for 2014/15.		
EL197i No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (Arts & Museums)				9,925	8,200	11,496	8,500	13,836	8,500	June 2015	12,000	12,500	12,500	The number of participants engaged in opportunities for out of school learning through cultural and sporting activity has exceed the 2012/13 value and also the 2013/14 target. Performance data is currently being gathered for 2014/15.		
EL197iv No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (CLAD - Active Schools)				5,344	5,200	7,000	5,300	7,350	5,400	June 2015	5,500	5,600	5,600	7,350 young people participated in sport and physical activity through the Active Schools Programme across Renfrewshire in 2013/14. The annual target has been exceeded. Performance data is currently being gathered for 2014/15.		

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL197v No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (CLAD - Sports Development)				2,108	2,000	5,600	2,100	5,857	5,700	June 2015	5,700	5,800	5,800	5,800		5,857 individual young people engaged in out of school learning sport development activities. This includes after school, evening and weekend sport clubs. The annual target has been exceeded.
ELCMT01 % achieving 5+ awards at SCQF level 5 or better				57%	56%	58%	57%	NA	58%	Sept 2015	59%	60%	60%	60%	Performance data is currently being gathered for 2014/15.	
ELCMT02.1 % achieving 1+ awards at SCQF level 7 or better				17%	15%	16%	16%	NA	16%	Sept 2015	16%	17%	17%	18%	In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications.	
ELCMT02 % achieving 3+ awards at SCQF level 6 or better				37%	38%	38%	39%	NA	40%	Sept 2015	41%	41%	41%	41%	Attainment data is based on school leavers and is now updated in September and January each year. We will be undertaking benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement.	
ELCMT04 Average tariff score of the lowest attaining 20% S4 pupils				72	71	78	72	NA	79	Sept 2015	79	80	80	80	We will revise this P.I. for 2015 service improvement plan.	
ELS10.09ei Attainment of Children at Standard Grade Level by all Children, by the end of S4				39%	36%	40%	36%	NA	37%	Sept 2015	37%	37%	37%	37%		
ELS10.09eii Attainment of Children at Higher Grade Level by all Children, by the end of S6				25%	25%	25%	26%	NA	26%	Aug 2015	27%	28%	28%	29%		

7. Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS12.4.3 Numbers of pupils engaged through the music service				1,200	1,100	1,337	1,150	1,443	1,150	1,277	1,150	1,150	1,150	1,150	1,150	In 2014/15 numbers of pupils engaged through the music services for instrumental tuition exceeded the target of 1,150.
ELS12.14.7a Number of participants in primary school rugby				6,421	5,500	6,122	5,700	7,162	5,900	7,275	6,100	6,100	6,100	6,100	6,100	7,275 primary aged young people have participated from April 2014 to March 2015, this figure has increased throughout the school year due to the recruitment of three Scottish rugby modern apprentices who promoted the sport and increased opportunities for young people to participate in the sport.
ELS12.14.7b Number of participants in secondary school rugby				2,614	2,800	3,736	3,000	3,320	3,200	4,605	3,700	3,750	3,800	3,800	3,800	4,605 young people from across the secondary schools have participated in rugby matches and events such as Secondary School games, inter authority games and additional friendly fixtures between April 2014 and March 2015.
ELS13.04.01 No. of opportunities for young people to achieve through accredited awards				1,044	869	1,309	960	1,477	1,350	June 2015	1,400	1,450	1,500	1,500	1,500	The number of accredited awards achieved by young people over an ten month period in 2014-15 was 1,100. It is anticipated that full year data will be closer to the target set for the year. The range of awards achieved includes the Duke of Edinburgh Award (153), Saltire Award (403),

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
																Dynamic Youth Award (32), Archery Proficiency Award (38), Playmaker Award (198) and Sport Leader Award (236) and other awards (40 - John Muir, Mountain bike award, Sailability, National Indoor Climbing Award)
ELS14.7.1a Number of young people taking part in youth voice projects and programmes run by Youth Services					New P.I. 2013/14			149	149	April 2015	160	170	180			Baseline data for both indicators were established during 2013/14. The 2014/15 results will be available in April 2015. The service expects the results to be in line with the 14/15 target.
SOA13ELS.01 Increase in the number of children and young people participating in sporting, cultural and citizenship activities. No. of opportunities for young people to achieve through accredited awards.					New P.I. 2013/14			12.8%	3%	April 2015	7%	11%	15%			The number of accredited awards achieved by young people over an ten month period in 2014-15 was 1,100. It is anticipated that full year data will be closer to the target set for the year, of 1,400. Although an increase of 7% may not be achieved this year, overall performance, taken over the last two years, has been

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target											
																exceeded the increase sought. The total awards achieved over two years was intended to be 2,790. The actual number of awards achieved, over two years, is expected to be 2,877.

9. Young people, families and communities benefit from improved community learning and development

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS12.12.1b Number of adults participating in literacy and numeracy classes				289	285	291	289	333	300	April 2015	210	310	315	315	<p>During 2013/14 the number of adults participating in literacy and numeracy classes exceeded the 2012/13 value and 2013/14 target.</p> <p>The 2014/15 results will be available in April 2015. The service expects the results to exceed the 14/15 target as there continues to be a great demand for literacy provision for adults in Renfrewshire.</p>	
ELS12.17.2 % of learning communities that have been inspected that have achieved a positive report				100%	100%	100%	100%	100%	100%	April 2015	100%	100%	100%	100%	<p>In 2012/13 Castlehead Learning Community was inspected and achieved a very positive report from Education Scotland, meaning that performance was maintained in respect of this indicator. Education Scotland were due to conduct an inspection of Linwood Learning Community in October 2014, but this was postponed. It is anticipated that the inspection will be rescheduled during 2015.</p> <p>Performance data is currently being gathered for 2014/15.</p>	

10. Our approach to efficient government results in improved services to, and best value for, our customers

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELO48 No of days lost through sickness absence as % of total working days available (APT&C)				4.8%	4.3%	4.67%	4.3%	4.9%	4.3%	June 2015	4.3%	4.3%	4.3%	4.3%	Absence increased from 4.67% in 2012/13 to 4.9% in 2013/14. Concentrated efforts into the application of the supporting attendance policy will be input to reduce this.	
ELO49 No of days lost through sickness absence as % of total working days available (Manual)				6.7%	4.3%	5.49%	4.3%	8.1%	4.3%	June 2015	4.3%	4.3%	4.3%	4.3%	Absence increased from 5.49% in 2012/13 to 8.1% in 2013/14. Concentrated efforts into the application of the supporting attendance policy will be input to reduce this.	
ELO50 No of days lost through sickness absence as % of total working days available (Teachers)				3.7%	4%	3.94%	4%	3.3%	4%	June 2015	4%	4%	4%	4%	Absence decreased from 3.94% in 2012/13 to 3.3% in 2013/14. We continue to apply the Council's supporting attendance policy to reduce incidence of sickness absence.	
EL191 No of days lost through sickness as % of total working days available (overall)				4.3%	3.9%	4.87%	4.3%	4.1%	4.3%	June 2015	4.3%	4.3%	4.3%	4.3%	Performance data is currently being gathered for 2014/15.	

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS10.09ai cost per pupil for primary schools				4,121	NA	4,240	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09aii cost per pupil for secondary schools				5,346	NA	5,425	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09aiii Cost per pre-school place				3,519	NA	2,699	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	The performance data is expected to be available in February.
ELS10.09bi % of Adults satisfied with local schools				(collected bi-annually)	NA	92%	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09ci Cost per Attendance of Sport and Leisure Facilities (Including Swimming Pools)				£2.48	NA	£2.49	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09cii Cost per Visit to Libraries				£3.63	NA	£4.35	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	The performance data is expected to be available in February.
ELS10.09ciii Cost per Visit to Museums and Galleries				£24.35	NA	£18.92	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	

11. We live longer, healthier lives by promoting active, healthy lifestyles and improving the condition of leisure facilities

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS12.14.2i % of primary schools which deliver 2 hours quality physical education				96%	89%	98%	100%	100%	100%	June 2015	100%	100%	100%	100%	100%	The percentage of Renfrewshire primary schools which deliver 2 hours of quality PE for all pupils has risen from 98% in session 2012/13 to 100% in session 2013/14. Performance data is currently being gathered for 2014/15.
ELS12.14.2ii % of secondary schools which deliver 2 hours quality physical education				100%	100%	100%	100%	100%	100%	June 2015	100%	100%	100%	100%	100%	The percentage of Renfrewshire secondary schools meeting the target of two hours of PE every week for all pupils S1 – S4 has remained at 100%. Performance data is currently being gathered for 2014/15.

12. Our customers are consulted and satisfied with our services

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELCMT12a3 % of library users satisfaction levels				NA	99%	89.34%	99%	NA	99%	June 2015	99%	99%	99%	99%	<p>In 2012/13 a major review of the library customer satisfaction survey was undertaken following comments from the CSE assessor. All aspects of the service is now surveyed and user characteristics are gathered to allow the service to extract detailed information on customer's satisfaction levels and areas for improvement.</p> <p>The survey is now carried out on a rolling basis. No survey was carried out in 2013/14. An annual snapshot survey will be carried out during 2014/15.</p> <p>Performance data is currently being gathered for 2014/15.</p>	

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELCMT12b1 % user satisfaction with museums & art gallery				83%	85%	90%	90%	94%	90%	June 2015	93%	93%	93%	93%		<p>The indicator shows the percentage of respondents to customer satisfaction surveys who, when asked to rate their overall satisfaction with museums, stated that the service was either very good or good. Hard copies of surveys are available within Paisley and Renfrew museums throughout the year. Face to face surveys are carried out by staff and an online survey is also available. Hard copies are kept on file and online responses are available on Survey Monkey.</p> <p>94% of respondents who commented on their overall impression of museums, stated Good or Very Good. This represents an increase of 4% compared with last year. This is an overall increase of 11% in the last two years.</p> <p>The service received a high level of positive feedback and media attention for the recent Brick City exhibition, a display of iconic buildings from around the world, made entirely from LEGO. This exhibition also attracted the highest number of visitors to Paisley museum ever recorded.</p> <p>Customer comment suggests that changes to the displays</p>

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELCMT12c1 % users satisfied with arts services performances				99%	96%	95%	97%	97%	98%	98%	June 2015	98%	98%	98%	98%	<p>of the permanent collections and improvements to disabled access would further increase satisfaction levels.</p> <p>The indicator shows the percentage of respondents to an annual customer satisfaction survey who, when asked to rate their overall satisfaction with performances, stated that the service was either very good or good. All customer satisfaction surveys are input to Survey Monkey, an online application which provides analyses and reports.</p> <p>The overall customer satisfaction level is 97%. This represents a 2% increase in satisfaction compared with last year. During 2012/13 customer comment suggested an increase in comedy events. In response, the service launched a new strand of comedy events under the banner, "A Buddy Good Laugh". This has proven very popular, receiving some of highest capacity audiences for the year.</p> <p>The cafe and bar at Paisley Arts Centre, has now been operating under the new contractor for a full year. While the cafe service is</p>

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELCMT12e1 % Adult education learners satisfied				100%	100%	100%	100%	100%	100%	April 2015	100%	100%	100%	100%		popular during the day and a bottle bar is served from the servery in the main foyer area on performance evenings, there is still no bar operating in the actual bar area on the first floor of the building. The contractor has indicated they will begin operation of a full bar service during 2014/15. Performance data is currently being gathered for 2014/15. The results will be available in April, the early results show that performance levels have been maintained and the target has been met. Performance data is currently being gathered for 2014/15.
ELCMT12f1 % parent satisfaction with primary schools HMLe Survey				97%	100%	85%	100%	86%	100%	June 2015	100%	100%	100%	100%		86% of parents were satisfied with primary schools, this was an increase of 1% from 2012/13 and below the 100% target set for 2013/14. Performance data is currently being gathered for 2014/15.
ELCMT12f2 % pupil satisfaction with primary schools HMLe Survey				84%	93%	90%	94%	89%	95%	June 2015	95%	95%	95%	95%		89% of pupils were satisfied with their secondary schools. This was below the target of 95% set for 2013/14. Performance data is currently being gathered for 2014/15.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELCMT12g1 % parent satisfaction with secondary schools HMle Survey				89%	100%	No schools inspected during 2012/13	100%	88%	100%	June 2015	100%	100%	100%	100%	88% of pupils were satisfied with their secondary schools. This was below the target of 100% set for 2013/14.	
ELCMT12g2 % pupil satisfaction with secondary schools HMle Survey				81%	85%	No schools inspected during 2012/13	86%	90%	87%	June 2015	87%	87%	87%	87%	90% of pupils were satisfied with their secondary schools. This was above the target of 87% set for 2013/14.	
ELCMT12h1 % parent satisfaction with local authority nursery HMle Survey				92%	100%	92%	100%	98%	100%	June 2015	100%	100%	100%	100%	98% of pupils were satisfied with their secondary schools. This was below the target of 100% set for 2013/14.	
ELCMT12j % parent satisfaction with special schools HMle Survey				98%	100%	No schools inspected during 2012/13	100%	No schools inspected during 2012/13	100%	June 2015	100%	100%	100%	100%	No ASN schools inspected during 2013/14. Performance data is currently being gathered for 2014/15.	
ELCMT12k % pupil satisfaction with special schools HMle Survey				NA	100%	No schools inspected during 2012/13	100%	No schools inspected during 2012/13	100%	June 2015	100%	100%	100%	100%	No ASN schools inspected during 2013/14. Performance data is currently being gathered for 2014/15.	
ELS10.09di % of Adults Satisfied with Culture and Leisure Services - % of adults satisfied with libraries				NA	collected bi-annually	84%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	NA	These indicators are part of the Local Government Benchmarking Framework. The 2014/15 data will be available in January/ February 2016.	
ELS10.09dii % of Adults Satisfied with Culture and Leisure Services -				NA	collected bi-annually	79%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	NA		

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
% of adults satisfied with museums and galleries																
ELS10.09diii % of Adults Satisfied with Culture and Leisure - % of adults satisfied with leisure facilities.				NA	collected bi-annually	83%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	NA	NA	

14. Services are provided by a highly skilled workforce

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELSPERSOD06 % of ELS managers, in the MDP process, who have a completed IDP				46.88%	90%	28.13%	90%	24.14%	90%	June 2015	90%	90%	90%	90%		Performance data is currently being gathered for 2014/15.
ELSPERSOD07 % of ELS employees, in the MTIPD process, with a completed IDP				70.43%	90%	57.77%	90%	54.91%	90%	June 2015	90%	90%	90%	90%		

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Response to proposal to consult on a catchment review affecting St Anne's and St James' (Renfrew) Primary Schools

1. Summary

- 1.1 On 21 August 2014 the education policy board agreed to a formal consultation on a proposal to review catchment arrangements affecting St Anne's and St James' (Renfrew) Primary Schools.
- 1.2 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
- 1.3 The consultation formally opened on 6 October 2014 and closed at 12 noon on 27 November 2014.
- 1.4 The purpose of this report is to provide the education policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as appendix 1 to this document.
- 1.5 Responses to the proposal to review the catchment areas affecting St Anne's and St James' (Renfrew) Primary Schools were positive and details of such responses are contained within appendix 1 to this report.
- 1.6 The outcome of this consultation demonstrates support for the proposal and the education policy board is therefore asked to approve the recommendation to alter the catchment areas affecting St Anne's and St James' (Renfrew) Primary Schools to create a natural geographical boundary along the Black Cart river line. This will incorporate the village of Inchinnan and the surrounding outlying farmland areas into the catchment area of St Anne's Primary School.

2. Recommendations

- 2.1. The education policy board is asked to:

- note the issues raised through the formal consultation detailed in appendix 1;
 - note the comments made by Education Scotland in relation to the educational benefits of the proposals detailed in appendix 4;
 - approve the revised catchment arrangements affecting St Anne's and St James' (Renfrew) Primary Schools; and
 - note that the catchment changes would be implemented from August 2015.
-

3. Background

- 3.1. As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
 - 3.2. The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
 - 3.3. A focussed review of the primary and pre 5 estates was therefore undertaken to inform the service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
 - 3.4. As part of this ongoing development the education policy board agreed to a formal consultation on the proposal to review catchment arrangements affecting St Anne's and St James' (Renfrew) Primary Schools.
 - 3.5. Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
 - 3.6. The consultation formally opened on 6 October 2014 and closed at 12 noon on 27 November 2014.
 - 3.7. Responses to the proposal to review the catchment areas affecting St Anne's and St James' (Renfrew) Primary Schools were positive and details of such responses are contained within appendix 1 to this report.
-

4. Consultation

- 4.1. Following agreement to consult on the proposal to review catchment arrangements a consultation document was issued to parents and interested parties affected by the proposals.
 - 4.2. The consultation document invited members of the public to respond to the proposals either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of education and leisure services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
 - 4.3. A public meeting was held for parents and members of the public as part of the consultation process on 8 October 2014.
 - 4.4. A report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.
-

5. Comments and observations arising from the consultation

- 5.1. During the course of the consultation, questions were raised regarding how the Council would progress this proposal. Appendix 1 to this document, "Response to the consultation on the proposal to review catchment arrangements affecting St Anne's and St James' (Renfrew) Primary Schools" details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
- 5.2.1. The council's proposal is of clear educational benefit. Stakeholders, who met with HM Inspectors supported the proposal as did the majority of those who submitted written responses. It addresses the current anomaly of children from Inchinnan having to make a placing request in order to attend the nearest denominational school. Children from Inchinnan will benefit from shorter travel times to and from school. Implementation of the proposal will also help the council secure best value in the delivery of its services.

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 denominational pupils within the defined area will have the opportunity to attend St Anne's Primary School.
Community Care, Health and Well-being	· The travel distance to and from school will be reduced and pupils may have the opportunity to walk to school.
Greener	· The travel distance to and from school will be reduced and pupils may have the opportunity to walk to school.

4. Legal Implications

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

5. Property/Assets 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. An equalities impact assessment is attached as appendix 3 to this report.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to Consult on a Catchment Review Affecting St Anne's and St James' (Renfrew) Primary Schools

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, ian.thomson@renfrewshire.gov.uk

Children's Services
IT/GMcK/LG
20 February 2015

Author: Ian Thomson, education manager (resources). 0141 618 7241,
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**Response to the Consultation on the Proposals Relating to:
The review of catchment arrangements affecting St Anne's and St James' (Renfrew) Primary Schools.**

1. Consultation Process

- 1.1. Following agreement to consult on a proposal to review catchment arrangements affecting St Anne's and St James' (Renfrew) Primary Schools a consultation document was issued to all interested parties.
- 1.2. A public meeting was held for parents and members of the public as part of the consultation process on 8 October 2014 however no parents or members of the public attended.
- 1.3. Meetings were also held with staff from the affected schools.
- 1.4. The consultation formally opened on 6 October 2014 and closed at 12 noon on 27 November 2014.
- 1.5. Copies of the consultation document were issued to parents of every pupil in attendance at St Anne's and St James' (Renfrew) Primary Schools and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.6. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of education and leisure services.

2. The Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following written responses were received:

Category	Number of Responses	Type of Response
Parents	15	13 recorded via online survey and 1 via email

- 2.2. The public meeting was held in St Anne's Primary School on 8 October 2014, no members of the public attended.
- 2.3. A note of the meeting was taken and can be obtained by request to the director of education and leisure services and can be viewed on the Council website at www.renfrewshire.gov.uk/haveyoursay
- 2.4. Arrangements were made to consult directly with the staff of both schools.

3. Analysis of key issues raised during the consultation

- 3.1. 14 responses were received and recorded through the Council's online survey and 1 response was received via email; 9 responses were supportive of the proposal and 5 responses were against.
- 3.2. 13 comments were made in relation to this proposal. Of the 13 comments made 6 were supportive statements and 5 were negative. Observations on the impact this proposal might have are noted at 4 below.

4. Response to key issues raised during the consultation

Q: Further to the public consultation paper regarding the amendment to the catchment areas for St Anne's and St James' Primary Schools, I wondered whether the proposed catchment areas would also look to include the wider area of Erskine to allow denominational pupils the choice to either attend St John Bosco or St Anne's School, rather than being placed in an educational establishment due to existing catchment rules in operation within the town of Erskine. I also wondered what affect this proposed change would have on any pending placement requests already submitted to the Director of Education and Leisure Services for pupils commencing Primary 1 education in August 2015 at St Anne's Primary School.

R: There is a requirement for all schools to have defined catchment areas. This supports the authority in organising provision for the pupil population on a logical geographic basis and it ensures the most efficient use of council resources. Additionally, this provides education services for communities within their local area with the placing request legislation affording parents the opportunity of selecting an alternative school if preferred. In terms of pending placing requests to St Anne's Primary School, it is not envisaged that this catchment alteration would have a detrimental effect on the Council's capacity to allow placing requests into the School.

C: I like St Anne's being such a small close nit school. I also feel there could not be a school in a catchment area to both suit Renfrew and Erskine children. I would not be happy for my child to go by bus to school. This is why I picked St Anne's in the first place as it was close to home. St Anne's is a lovely school and I do not wish my child to go to school anywhere else.

R: All pupils currently attending St Anne's Primary School will have the right to remain in the school. It is not envisaged that this catchment review will adversely impact the numbers attending the school as the numbers currently attending St James' Primary School from the Inchinnan area are very small.

C: I wish my child to go to Barsail as this is the school my whole family went to. Religious purposes.

R: This catchment review will have no impact on Barsail Primary School.

C: I like this school. I want my children to keep coming to this school.

R: All pupils currently attending St Anne's Primary School will be have the right to remain in the school.

- C: Inchinnan is within walking distance, depending on where in Inchinnan you live - 10-15min walk. A bus journey is required for St James. Child would probably go to nursery in Erskine and know other children going to St Anne's but if had to attend St James probably not know anyone else. It's a very big school compared to St Anne's.
- C: It makes perfect sense for children in Inchinnan and outlying farm areas to attend St Anne's, it is within walking distance from St Anne's, saving parents travelling all the way to Renfrew, children from Erskine already attend Inchinnan Primary. It will also form a closer community bond between the residents of Erskine and Inchinnan.
- C: I don't see any real issues with this catchment review. As long as St Anne's remains open and delivers the high standard of education to my children I am happy. If this changes in any way then I will be on the frontline protesting.
- R: Renfrewshire Council is committed to addressing geographical catchment anomalies which adversely affect school communities. Approval of this proposal will ensure denominational pupils in the Inchinnan area have the opportunity to attend the closest denominational school.
- C: My child's cousin goes to St James', therefore I would like them to go to the same school, so they can take care of each other. St James' is nearer home, it's only 10minutes walk away.
- C: The St James' Primary School is the nearest school to our home. The St James' Primary School is the nearest school to our house. My son's big sister attends St James' Primary School too.
- R: All pupils currently attending St James' Primary School will have the right to remain in the school. Pupils not yet attending the school but wishing to do so will be able to request a place in the school of their choice through the placing request system.
- C: I like this nursery. I want my children to keep coming to this nursery.
- R: All children currently entitled to attend St Anne's Primary School will continue to have the right to do so.
- C: Benefit to local community. Better standard of facility (assuming refurbishment works are carried out to modern teaching standards).
- R: At this time Renfrewshire Council is proposing a catchment review for St Anne's Primary School. It has been identified that the condition of the school requires attention and any future refurbishment of the school would be managed through phase 3 of the Council's School Estate Management Plan.
- C: Children should have option of attending a school which is accessible and convenient.
- R: Renfrewshire Council is committed to addressing geographical catchment anomalies to establish meaningful boundaries which provide education in the most suitable locations. Additionally, parents are able to request a place in the school of their choice through the placing request system.

- C: The school doesn't appear to be big enough to accommodate other children outwith the catchment area. Class sizes may increase which could be detrimental to my children's learning.
- R: St Anne's Primary School has ample capacity which would not be compromised through this catchment review. It is not envisaged that the catchment review will adversely impact class sizes at St Anne's as the numbers currently attending St James' Primary School from the Inchinnan area are very small.

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

The review of catchment areas affecting St Anne's and St James' (Renfrew) Primary Schools

1. Introduction

- 1.1 Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2 The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3 The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the Council's 4 objectives for the school estate in Renfrewshire:

Scottish Government Principles:

1. Good consultation to support better outcomes;
2. Innovative design and change informed by experience;
3. A more integrated, holistic and longer term approach to change;
4. Schools must be in a condition to support and enhance their functions;
5. Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
6. Schools should be greener, more sustainable and environmentally efficient;
7. A well managed estate should represent and deliver best value;
8. Schools should drive and support effective learning and teaching; and
9. Schools should best serve their communities.

Council Objectives:

1. To provide the best educational experience for all learners in Renfrewshire;
 2. To satisfy the condition, sufficiency and suitability core facts;
 3. To retain services within communities where possible; and
 4. To provide environmentally and economically sustainable facilities with lower carbon footprints.
- 1.4 The Council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.

- 1.5 Core facts ratings are as follows:
- A Good
 - B Satisfactory
 - C Poor
 - D Bad
- 1.6 Through its school estate project team the Council continually reviews the performance of the school estate in terms of these core fact findings.
- 1.7 This process identified that the sufficiency and condition levels at St Anne's Primary School presented challenges for the Council.
- 1.8 Building on this intelligence elected members approved an approach to engage school communities and interested parties in the development of the SEMP and in respect of the property performance challenges facing St Anne's Primary School the review concluded that:
- there is a geographical anomaly, which sees the denominational pupils of Inchinnan and the surrounding outlying farmland areas transported to St James' Primary School in Renfrew as opposed to St Anne's in Erskine which is geographically closer to the village. This could be addressed through a catchment review; and
 - the condition of the school building should be identified within the SEMP as a phase 3 project which will be referred to corporate landlord to address the school's condition challenges.
- 1.9 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to revise catchment arrangements between St Anne's and St James' (Renfrew) Primary Schools.
- 1.10 Subject to approval by the education policy board to proceed with this proposal, the catchment review could take effect from August 2015.
-

2. Rationale for change

- 2.1. At the last school census date in September 2013 St Anne's Primary School had a capacity of 390 with a pupil roll of 209 meaning its sufficiency rating was poor (category C) and it was only 53.59% full.
- 2.2. There is the potential to revise the internal layout of the St Anne's Primary School building to reduce the capacity of the school; thereby addressing the under occupancy of the building. However, a longer term assessment is required in relation to the potential impact of a catchment review and future housing developments within the Northbar area of Erskine.

- 2.3. The table below illustrates roll projections for St Anne’s Primary School over a 10 year period. A moderate increase in roll is indicated as a result of potential housing developments within the existing catchment area however when this factor is combined with the potential increase in roll generated through a catchment review, which will incorporate an area of further housing development, it is felt prudent to maintain the capacity of St Anne’s Primary School at its current level until the potential impact of the Northbar development is determined.

Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
390	209	215	217	206	213	217	222	222	220	221

- 2.4. The condition rating for the St Anne’s Primary School building is (C) - poor. The anticipated cost of addressing the condition concerns of the existing building to a rating of (A) - good, is in excess of £0.5m.
- 2.5. It is envisaged that the combination of catchment review and a longer term programme to improve the condition of the building through the Council’s corporate landlord will result in the school’s sufficiency and condition ratings improving to a minimum of category “B” – satisfactory.

3. Catchment review

- 3.1. As part of the SEMP development exercise in October 2013 the views of communities were sought in respect of the principle of catchment reviews in specific areas.
- 3.2. Through its survey, “Renfrewshire Schools Questionnaire”, which was about the development of the school estate management plan, the Council gathered intelligence which suggested there was broad support for the review of catchment areas where it was obvious that a geographical anomaly existed.
- 3.3. Through this consultative process it was acknowledged that a geographical anomaly, which sees the denominational pupils of Inchinnan and the surrounding outlying farmland areas transported to St James’ Primary School in Renfrew as opposed to St Anne’s in Erskine which is geographically closer the village, could be addressed through a catchment review.
- 3.4. It is therefore proposed that new St Anne’s and St James’ (Renfrew) Primary School catchment areas be created with a natural geographical boundary line formed along the Black Cart river line. This will incorporate the village of Inchinnan and the surrounding outlying farmland areas into the catchment area of St Anne’s Primary School.
- 3.5. This boundary line is clearly illustrated in appendix 5 to this report which contains existing and proposed catchment maps for St Anne’s and St James’ (Renfrew) Primary Schools.
- 3.6. Additionally, the full list of addresses affected by this alteration is detailed in appendix 3 to this report.

- 3.7. While it is important to address this particular issue the number of pupils affected is fairly minimal. For completeness however council officers have considered the potential impact on school rolls which might result from this catchment review. Appendix 4 illustrates the numbers of pupils attending Renfrewshire schools from the addresses affected by this proposed catchment alteration.
 - 3.8. It is proposed that, if approved, the catchment changes would be implemented to take effect from August 2015.
 - 3.9. If the proposal is approved then all pupils living in affected addresses would be entitled to continue attending the schools they are currently in and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.
 - 3.10. Siblings of those pupils attending either school would be entitled to attend the school their sibling attends as long as their sibling is in the school when they enrol.
 - 3.11. Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.
-

4. Educational benefits statement

- 4.1. In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the Council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other users of the schools; children who would be likely to become pupils at the schools within 2 years of the publication of the proposal paper; and other pupils within the Council area.
- 4.2. Having carried out a review of the educational benefits of this proposal the following paragraphs detail some of the benefits that would be experienced by children and young people attending St Anne's Primary School if this proposal was implemented by the Council.
- 4.3. This catchment review means that all denominational pupils living in the village of Inchinnan and the surrounding outlying farmland areas will have the entitlement to attend St Anne's Primary School which is geographically closer than St James' Primary School in Renfrew. This should lead to less time being spent getting to and from school.
- 4.4. This change will contribute to a greater sense of community within St Anne's Primary School as all denominational pupils living in Inchinnan and the surrounding outlying farmland areas will be entitled to attend a more local denominational primary school.
- 4.5. The educational experience of pupils would not be adversely affected by this catchment review as Education Scotland's recent inspection of St Anne's Primary School reports that pupils experience education of a high quality.
- 4.6. All pupils affected by this catchment review would be entitled to continue attending the schools they are currently in. However, education and leisure services would provide transition support to any pupils opting to change school as a result of this proposal.

- 4.7. In the longer term this catchment review will improve the efficiency of St Anne's Primary School; thereby improving the sufficiency of Renfrewshire Council's school estate which will be improved to the benefit of all pupils within the Council area.
-

5. Impact on school and community

- 5.1. An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the St Anne's and St James' (Renfrew) school communities.
- 5.2. The recommendations contained within this report have also 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 and an equalities impact assessment is available on request.
-

6. Consultation arrangements

- 6.1. This consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.
- 6.2. The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:
- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);
 - establish a new school or stage of education in a school;
 - relocate a school or nursery class;
 - vary the catchment area or modify the guidelines for placing requests for a school;
 - vary the arrangements for the transfer of pupils from a primary school to a secondary school;
 - change the school commencement date of a primary school;
 - vary arrangements for the constitution of a special class in a school other than a special school;
 - discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;
 - change a denominational school into a non-denominational school; and
 - discontinue a further education centre which is managed by the council.
- 6.3. This consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.
- 6.4. Involvement of Education Scotland.
- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period education and leisure services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any person during the consultation period;

- Education Scotland will then provide the Council with a report on the educational aspects of this proposal no later than 3 weeks after education and leisure services has sent them all of the representations and documents noted above; and
 - In preparing their report, Education Scotland may visit establishments affected by the proposal.
- 6.5. Education and leisure services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education policy board.
- 6.6. In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the council will publish its final consultation report. The final consultation report will contain:
- an explanation of how the Council has reviewed the proposal;
 - the report from Education Scotland in full;
 - a summary of points raised during the consultation – both written and oral – and the Council’s response to them; and
 - the substance of any alleged or discovered inaccuracies and omissions details of the council’s response and the action taken.
- 6.7. The report will be available on the Council’s website, at the schools affected by the proposal, at education and leisure HQ and at all public libraries. Additionally, all mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.
- 6.8. If any inaccuracy or omission is discovered in this proposal document, either by education and leisure services or any individual, education and leisure services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education and leisure services will then take appropriate action which may include:
- the issue of a correction;
 - the reissue of the proposal paper; or
 - the revision of the timescale for the consultation period as appropriate.
- 6.9. The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.

Activity	Date
Approval for consultation sought from education policy board	21 August 2014
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> • the parent council of any affected schools; • the parents of the pupils at any affected school; • the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper; 	5 September 2014

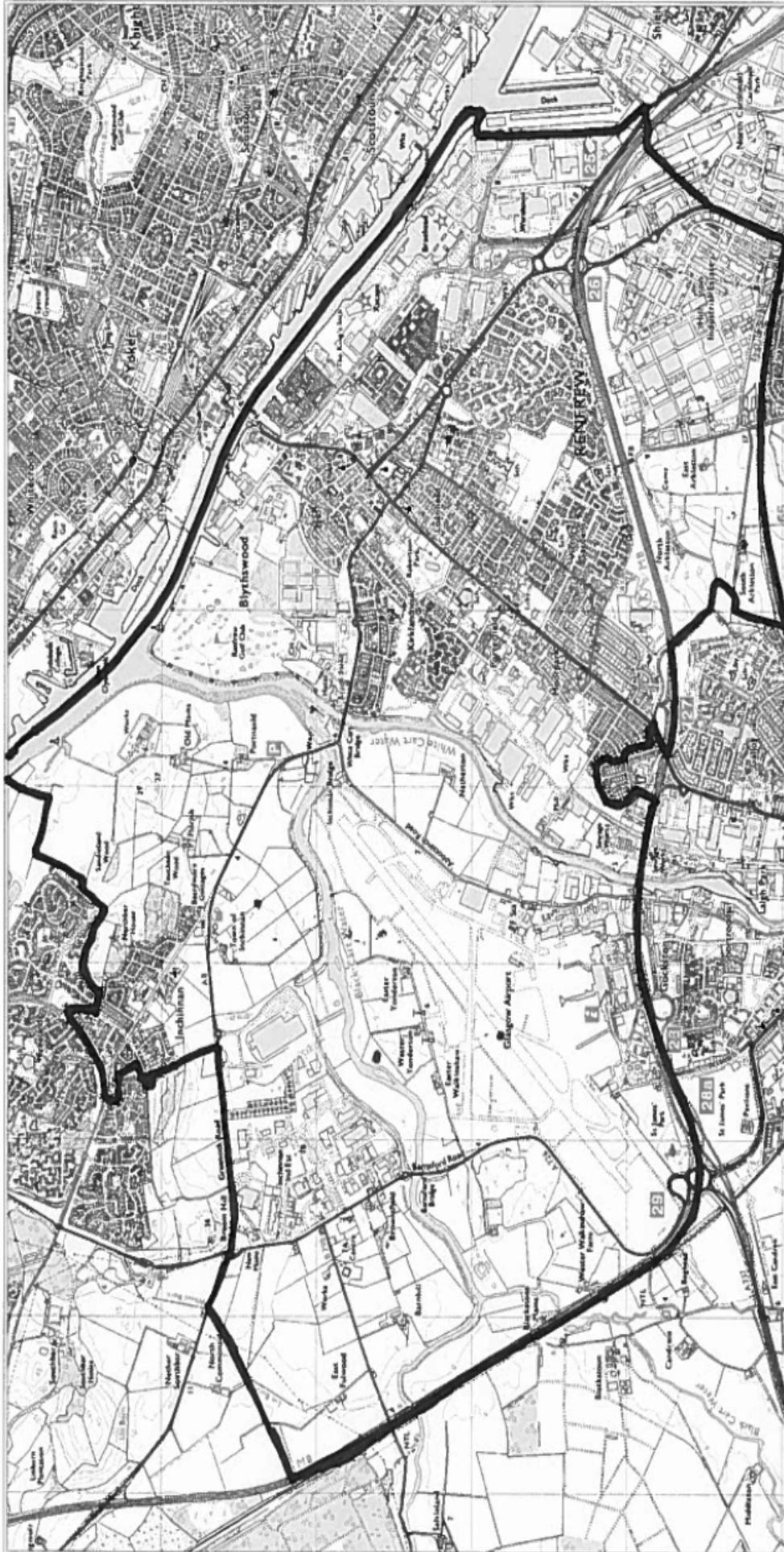
<ul style="list-style-type: none"> • the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); • the staff (teaching and other) at any affected school; • any trade union or professional body which appears to the education authority to be representative of the persons mentioned above; • the community council (if any); • any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1); • any other education authority that the education authority considers relevant; and • any other users of any affected school that the education authority considers relevant. 	
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	22 September 2014
<ul style="list-style-type: none"> • Public consultation meeting held to consult with affected community; and • Questionnaire to go live on the Council website. 	8 October 2014
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	27 November 2014
Report to Education Scotland on outcome of consultation.	11 December 2014
Response from Education Scotland on outcome of consultation.	15 January 2014
Consultation response report (including Education Scotland response) presented to education policy board meeting stating consultation outcomes and making final recommendation.	5 March 2015
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education policy board approval.	

St Anne's Primary School catchment review with St James' Primary School (Renfrew) - Streets Affected

Name of Street	Name of Town
Allands Avenue	Inchinnan
Ballater Drive	Inchinnan
Balmoral Crescent	Inchinnan
Banchory Avenue	Inchinnan
Barnsford Road	Inchinnan
Beardmore Cottages	Inchinnan
Birkhall Avenue	Inchinnan
Bourne Court	Inchinnan
Bourne Crescent	Inchinnan
Braemar Road	Inchinnan
Broomlea Crescent	Inchinnan
Broompark Drive	Inchinnan
East Fulwood	Inchinnan
Freeland Drive	Inchinnan
Greenhead Road	Inchinnan
Greenock Road	Inchinnan
Houston Road	Inchinnan
India Drive	Inchinnan
Ladyacres	Inchinnan
Ladyacres Way	Inchinnan
Little Inch	Inchinnan
Luckinsford Avenue	Inchinnan
Luckinsford Drive	Inchinnan
Luckinsford Road	Inchinnan
Niamh Court	Inchinnan
Old Greenock Road	Inchinnan
Park Crescent	Inchinnan
Park Road	Inchinnan

**St Anne's Primary School catchment review with St James' Primary School (R)
Numbers Currently attending Renfrewshire Schools from Affected Streets**

Address	Barsail Primary	Inchinnan Primary	Langcraigs Primary	Lochfield Primary	Ralston Primary	Rashielea Primary	St Anne's Primary	St Anthony's Primary	St James' Primary (R)	Grand Total
Allands Avenue										0
Ballater Drive		1		1						2
Balmoral Crescent		6					1			7
Banchory Avenue		2					2			4
Barnsford Road	1									1
Beardmore Cottages										0
Birkhall Avenue		4								4
Bourne Court		2								2
Bourne Crescent		1								1
Braemar Road		1								1
Broomlea Crescent		11	1							12
Broompark Drive		2								2
EastFullwood Farm					2					2
Freeland Drive, Inchinnan		1								1
Greenhead Road		9								9
Greenock Road, Inchinnan										0
Houston Road, Inchinnan										0
India Drive		17				2				19
Lady Acres		1								1
Lady Acres Way										0
Little Inch										0
Luckinsford Avenue		2								2
Luckinsford Drive								1		1
Luckinsford Road		2					1			3
Niamh Court										0
Old Greenock Road, Inchinnan		5						2		7
Park Crescent										0
Park Road, Inchinnan										0
Grand Total	1	67	1	1	2	2	4	1	2	81



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St James Primary (Renfrew)



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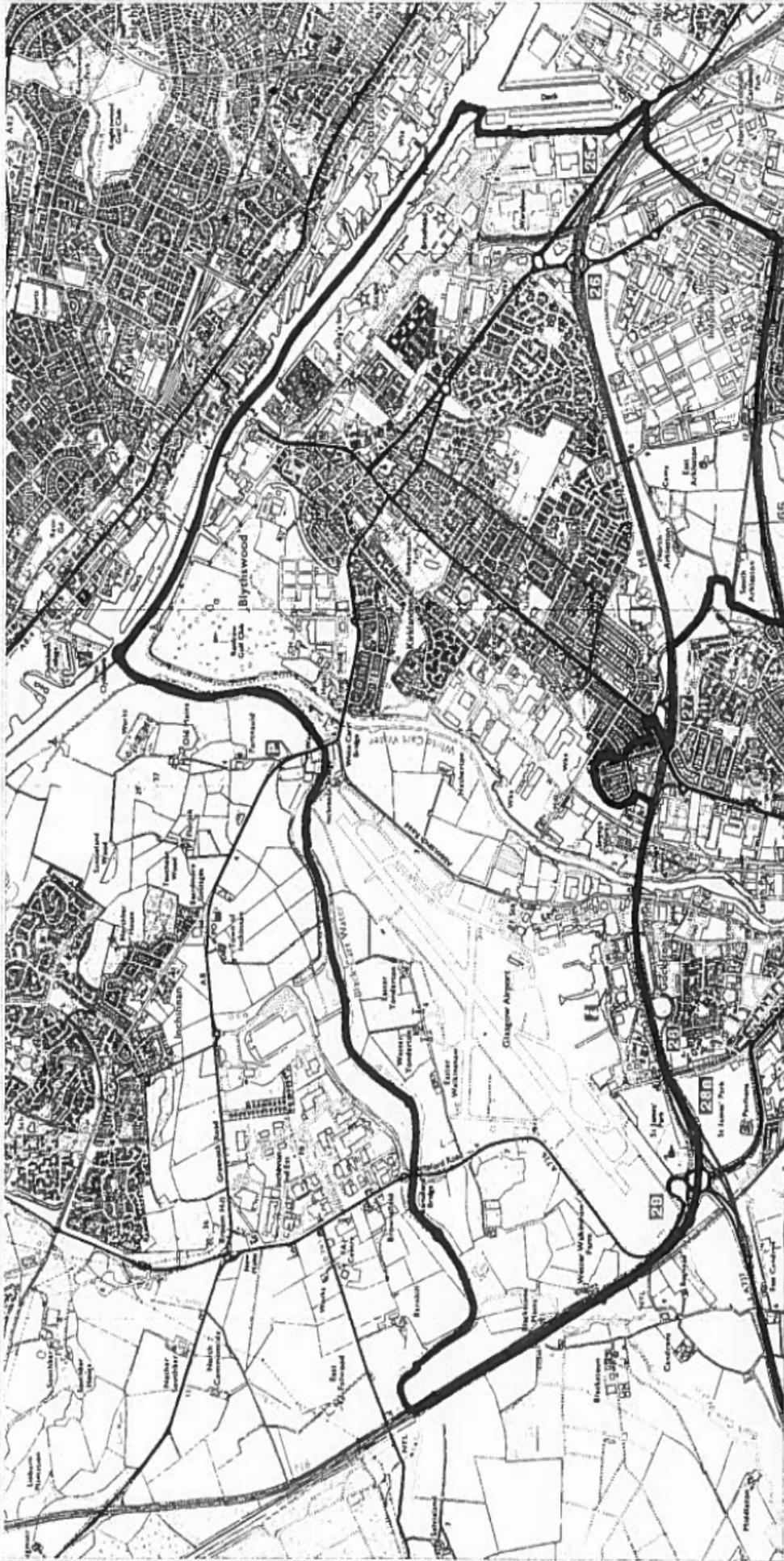


Renfrewshire
Council

User: ecb@renfrew.gov.uk

Date: 16/03/2014

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St James Primary (Renfrew)



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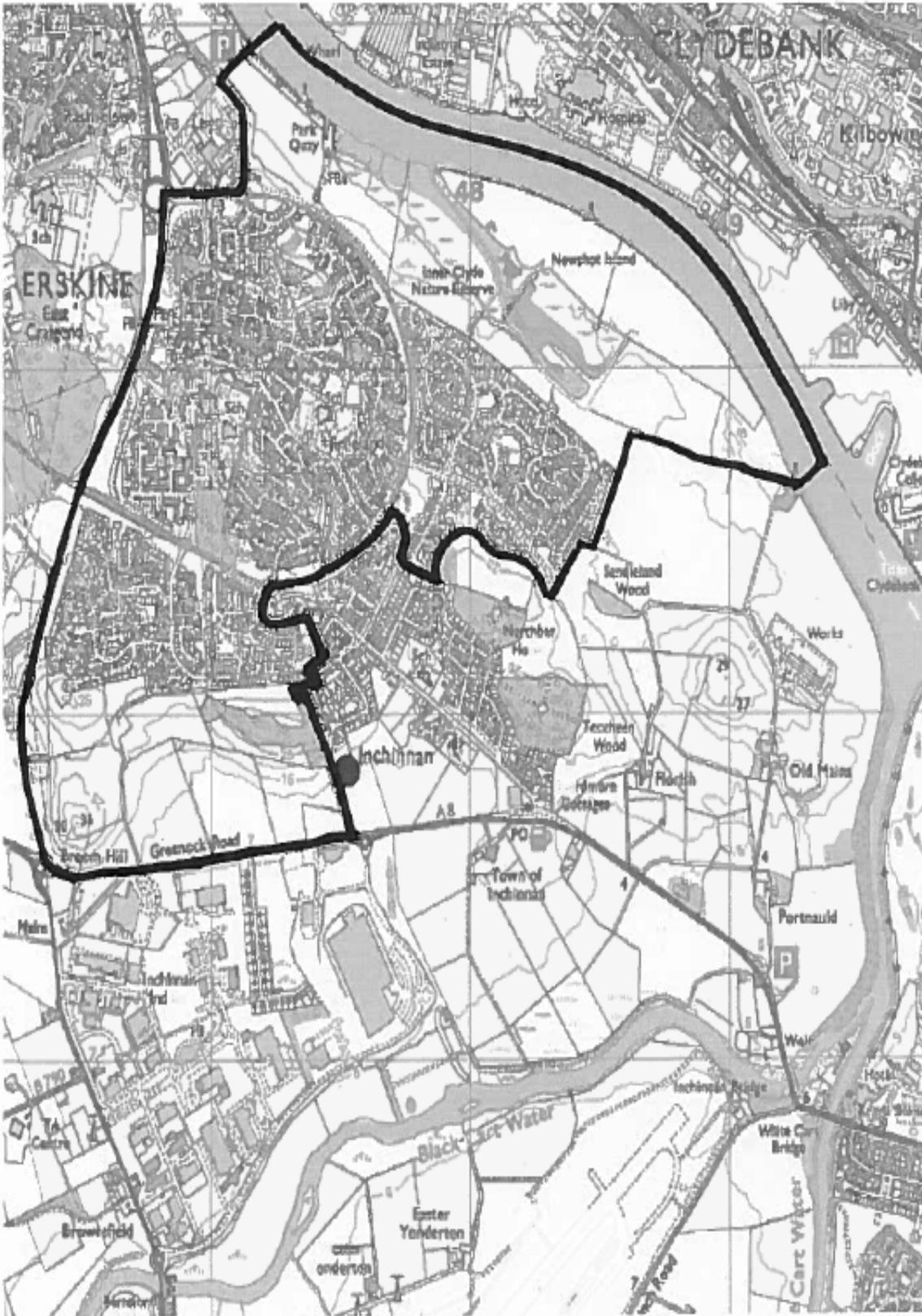
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Council

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Equality Impact Assessment relating to:

SEMP Development: St Anne's and St James' (Renfrew)

Officer and department responsible for completing the assessment.	Ian Thomson, Education and Leisure Services
Name of policy, strategy or project.	Proposal to consult on a catchment review affecting St Anne's and St James' (Renfrew) Primary Schools.
What is the main purpose or aims of the policy, strategy or project?	To address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the St Anne's and St James' (Renfrew) Primary School communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate.</p> <p>Written representation were made to The Director of Education and Leisure Services, Renfrewshire Council, Education and Leisure Services, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2014.</p> <p>Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation was undertaken during Autumn 2014.</p> <p>This included a public consultation meeting which took place on 8 October 2014; no members of the public attended this meeting and no adverse responses were received in this respect. An equalities proforma was made</p>

	available on-line; again no responses were received.
Have you consulted on the policy?	As above.

Complete the following table and give reasons/comment where:

- The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to review catchment areas affecting St Anne's (Erskine) and St James' (Renfrew) Primary Schools.

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to review catchment areas affecting St Anne's (Erskine) and St James' (Renfrew) Primary Schools. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- visits to the site of St Anne's and St James' Primary Schools, including discussion with relevant consultees; and
- discussion with a representative from the Scottish Catholic Education Service.

2. Consultation Process

Renfrewshire Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*. The consultation period ran from 8 October to 27 November 2014. A public meeting was held on 8 October 2014. There were no attendees beyond the acting headteacher of St Anne's Primary School and a council official. There was a questionnaire available for completion on the council's website. The council received 15 written responses to the proposal. The majority of those who provided a response were in favour of the proposal.

3. Educational Aspects of Proposal

3.1 The council's proposal has a number of important educational benefits for children. These include a reduced travel time to school for children living in Inchinnan and a greater sense of community amongst the denominational school community of the surrounding area of St Anne's Primary School.

3.2 Most children living in the Inchinnan area who attend a denominational school already choose to go to St Anne's Primary School, which is closer geographically than any other denominational school. The council has provided assurances that, if the proposal goes ahead, all children attending St James' Primary School would be entitled to continue to attend that school. Those children who choose to transfer to the nearer St Anne's Primary School would be supported during the transition. Should the proposal go ahead, children moving to St Anne's Primary School would continue to benefit from a high standard of education, as outlined in the recent positive inspection report that the school received.

3.3 All stakeholders, who met with HM Inspectors, supported the proposal. Staff from St Anne's Primary School felt that the proposal would formalise arrangements that were already taking place. In addition, they felt that children would experience a greater sense of community by attending a more local school. They felt that the proposal would also result in greater continuity of learning for those children who move on to attend denominational secondary education at Trinity High School. Should the proposal go ahead, there would be little or no impact on St James' Primary School. The proposal will assist in the planned longer term review of Renfrewshire Council's school estate, including a review of the accommodation provided at St Anne's Primary School. Implementing this catchment area change now will help the council make more informed longer-term plans and help ensure best value.

3.4 The Scottish Catholic Education Service supported the proposal.

4. Summary

The council's proposal is of clear educational benefit. Stakeholders, who met with HM Inspectors supported the proposal as did the majority of those who submitted written responses. It addresses the current anomaly of children from Inchinnan having to make a placing request in order to attend the nearest denominational school. Children from Inchinnan will benefit from shorter travel times to and from school. Implementation of the proposal will also help the council secure best value in the delivery of its services.

**HM Inspectors
Education Scotland
December 2014**

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Response to proposal to consult on a catchment review affecting St Fillan's and Our Lady of Peace Primary Schools

1. Summary

- 1.1 On 21 August 2014 the education policy board agreed to a formal consultation on a proposal to review catchment arrangements affecting St Fillan's and Our Lady of Peace Primary Schools.
- 1.2 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
- 1.3 The consultation formally opened on 6 October 2014 and closed at 12 noon on 26 November 2014.
- 1.4 The purpose of this report is to provide the education policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as appendix 1 to this document.
- 1.5 Responses to the proposal to review catchment arrangements affecting St Fillan's and Our Lady of Peace Primary Schools were positive and details of such responses are contained within appendix 1 to this report.
- 1.6 The outcome of this consultation demonstrates support for the proposal and the education policy board is therefore asked to approve the recommendation to alter the catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools to create a natural geographical boundary which will allow all denominational pupils the opportunity to attend the local denominational school in Houston.

2. Recommendations

- 2.1. The education policy board is asked to:

- note the issues raised through the formal consultation detailed in appendix 1;
- note the comments made by Education Scotland in relation to the educational benefits of the proposals detailed in appendix 4;
- approve the revised catchment arrangements affecting St Fillan's and Our Lady of Peace Primary Schools; and
- note that the catchment changes would be implemented from August 2015.

3. Background

- 3.1. As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
- 3.2. The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
- 3.3. A focussed review of the primary and pre 5 estates was therefore undertaken to inform the service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
- 3.4. As part of this ongoing development the education policy board agreed to a formal consultation on the proposal to review catchment arrangements affecting St Fillan's and Our Lady of Peace Primary Schools.
- 3.5. Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
- 3.6. The consultation formally opened on 6 October 2014 and closed at 12 noon on 26 November 2014.
- 3.7. Responses to the proposal to review the catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools were positive and details of such responses are contained within appendix 1 to this report.

4. Consultation

- 4.1. Following agreement to consult on the proposal to review catchment arrangements a consultation document was issued to parents and interested parties affected by the proposals.
- 4.2. The consultation document invited members of the public to respond to the proposals either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of education and leisure services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
- 4.3. A public meeting was held for parents and members of the public as part of the consultation process on 7 October 2014 however only one parent attended the meeting.
- 4.4. A brief presentation was made by officers from education and leisure services to outline the background to the proposal, highlighting the impact this would have on the school communities.

- 4.5. Questions were invited and notes of the questions asked and the answers provided by education officers were published on the Council's website.
- 4.6. A report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.

5. Comments and observations arising from the consultation

- 5.1. During the course of the consultation, questions were raised regarding how the Council would progress this proposal. Appendix 1 to this document, "Response to the consultation on the proposal to review catchment arrangements affecting St Fillan's and Our Lady of Peace Primary Schools" details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
 - 5.2.1. The proposal by Renfrewshire Council to review and amend the catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools is of clear educational benefit. The proposal has the full support of parents, staff, children, the Diocese of Paisley and the wider community. It addresses historical anomalies in the catchment areas of the schools. If the proposal is implemented it will enable children who live in the village of Houston to attend their local denominational primary school instead of having to travel to Our Lady of Peace Primary School in Linwood. This has the potential to provide fair and equitable access to the schools in the village of Houston whilst having a positive impact on the wider community of Houston. Implementation of the proposal will also enable the council to make more effective and efficient use of its resources and help it secure best value in the delivery of its services. In its final consultation report, the council needs to clarify whether implementation of the proposal will apply to children due to start school in P1 from August 2015.
 - 5.2.2. Subject to board approval, this catchment change will be implemented for the start of the school session 2015 / 2016 in August 2015. Arrangements will be made to ensure that all pupils enrolling for P1 from addresses affected by this change are notified in advance of the revision of the catchment area.

Implications of this report

1. **Financial Implications**
Any additional transport cost will be contained within current resources.
2. **HR and Organisational Development Implications**
None.

3. Community Plan/Council Plan Implications

- | | |
|---------------------------------------|---|
| Children and Young People | · All denominational pupils within the defined area will have the opportunity to attend St Fillan's Primary School. |
| Community Care, Health and Well-being | · The travel distance to and from school will be reduced. |
| Greener | · The travel distance to and from school will be reduced. |

4. Legal Implications

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

5. Property/Assets 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. An equalities impact assessment is attached as appendix 3 to this report.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013

- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to Consult on a Catchment Review Affecting St Fillan's and Our Lady of Peace Primary Schools.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, ian.thomson@renfrewshire.gov.uk

IT/GMcK/LG
23 February 2015
Children's Services

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

**Response to the Consultation on the Proposals Relating to:
The review of catchment arrangements affecting St Fillan's and Our
Lady of Peace Primary Schools.**

1. Consultation Process

- 1.1. Following agreement to consult on a proposal to review catchment arrangements affecting St Fillan's and Our Lady of Peace Primary Schools a consultation document was issued to all interested parties.
- 1.2. A consultation meeting was held with parents and members of the public and meetings were also held with staff from the affected schools.
- 1.3. The consultation formally opened on 6 October 2014 and closed at 12 noon on 26 November 2014.
- 1.4. Copies of the consultation document were issued to parents of every pupil in attendance at St Fillan's and Our Lady of Peace Primary Schools and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of education and leisure services.

2. The Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following written responses were received:

Category	Number of Responses	Type of Response
Parents	10	Recorded via online survey
MSP / Elected Members	1	Recorded via online survey

- 2.2. The public meeting was held in St Fillan's Primary School on 7 October 2014, one member of the public attended.
- 2.3. A note of the meeting was taken and can be obtained by request to the director of education and leisure services and can be viewed on the Council website at www.renfrewshire.gov.uk/haveyoursay
- 2.4. Arrangements were made to consult directly with the staff of both schools.

3. Analysis of key issues raised during the consultation

- 3.1. 11 responses were received and recorded through the Council's online survey and all responses were supportive of the proposal.
- 3.2. 11 comments were made in relation to this proposal. Of the 11 comments made all were supportive. Questions asked through the online survey and at the public meeting held on 7 October 2014 are noted at 4 below.

4. Response to key issues raised during the consultation

Q: If the proposal is approved when would free transport become available?
R: If approved, free school transport would be provided in line with the Council's transport policy from August 2015, at the beginning of the new school session.

Q: Did the Council expect there to be any difficulties with the implementation of this review?

R: No, the community has been asking for this change for some time. It is envisaged that the proposal to change the catchment would be well received as it addresses a geographical anomaly which has denominational pupils living in Houston having to go to school in Linwood.

Q: As my address is in Houston my children should be able to attend any of the local schools and not bussed to Linwood. There was a review for Gryffe High School which as a result took in Craigends, so why should St Fillan's be the only school in Houston and Bridge of Weir that my children don't get an automatic place?

R: Gryffe High School's catchment area was not reviewed but Houston Primary School's was, to include the Craigends area of Houston. Approval of this proposal will address the concern regarding entitlement to attend St Fillan's Primary School for all denominational pupils living in the Craigends area of Houston however; it will not provide an automatic place at Gryffe High School.

C: Everyone living within the village should have the opportunity to go to the village RC school. The catchment area for St Fillan's should be the same as Houston Primary as it is discriminant at present.

R: Renfrewshire Council is committed to addressing geographical catchment anomalies which adversely affect school communities. Approval of this proposal will address this concern for the St Fillan's Primary School community.

C: St Fillan's catchment should be the same as Houston Primary's catchment. St Fillan's is struggling for pupils while Houston Primary bursts at the seams. Children are having to make own way to school at St Fillan's whereas they would have a school bus to Houston Primary, they pay a penalty for being at a 'fail school'.

R: Should the proposal to alter the catchment areas be approved transport will be provided for all catchment pupils entitled to free school transport under Renfrewshire Council's transport policy.

C: Makes sense for children who live in Houston to go to school in Houston. May help increase roll numbers for St Fillan's.

C: Increase intake into St Fillan's to make school more viable and increase potential pupil numbers. Help to secure future of the school for pupils, parents, staff and local community.

- C: It would bring in line with the other schools in the area; this may improve St Fillan's numbers.
- R: It is envisaged that the combination of capacity reduction and catchment review will result in the school's sufficiency rating improving to a minimum of category "B" – satisfactory.
- C: St Fillan's is the catholic school for the village and Craigends is part of the village of Houston and should therefore be included in the catchment. There are houses which are currently outwith the catchment area which are geographically closer to St Fillan's Primary than houses which are currently inside the catchment. This appears illogical and unfair.
- C: The Craigends estate falls within the boundary of Houston and as such the natural school is the village school.
- C: There have been a number of anomalies as a result of the current boundary, such as transport entitlements which differ and confusion over rights.
- C: Extending the St. Fillan's catchment area to include the Craigends area of Houston is consistent with the catchment areas for Houston Primary and Gryffe High thus ensuring all of the Houston community is treated equally.
- C: Extending the St Fillan's catchment to include the Craigends area of Houston ensures a consistent approach for all schools within the Houston area. It will help to ensure a smooth transition from nursery school to primary school for the catholic children within the Craigends area of Houston and strengthen the links with the local Roman Catholic parish of St. Fillan's.
- R: It is acknowledged that some pupils are zoned to attend schools outwith their immediate neighbourhood in Houston. This anomaly related to a point in time when the capacity of the St Fillan's building could not accommodate the denominational population within the area. Roll projections have identified that this is no longer the case and it is possible to accommodate all denominational pupils living in Houston at St Fillan's Primary School.

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

The review of catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools

1. Introduction

- 1.1. Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2. The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3. The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the Council's 4 objectives for the school estate in Renfrewshire:

Scottish Government Principles:

1. Good consultation to support better outcomes;
2. Innovative design and change informed by experience;
3. A more integrated, holistic and longer term approach to change;
4. Schools must be in a condition to support and enhance their functions;
5. Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
6. Schools should be greener, more sustainable and environmentally efficient;
7. A well managed estate should represent and deliver best value;
8. Schools should drive and support effective learning and teaching; and
9. Schools should best serve their communities.

Council Objectives:

1. To provide the best educational experience for all learners in Renfrewshire;
 2. To satisfy the condition, sufficiency and suitability core facts;
 3. To retain services within communities where possible; and
 4. To provide environmentally and economically sustainable facilities with lower carbon footprints.
- 1.4. The Council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.

1.5. Core facts ratings are as follows:

- A Good
- B Satisfactory
- C Poor
- D Bad

1.6. Through its school estate project team the Council continually reviews the performance of the school estate in terms of these core fact findings.

1.7. This process identified that the St Fillan's Primary School buildings were too big for the school's current and future rolls.

1.8. Building on this intelligence elected members approved an approach to engage school communities and interested parties in the development of the SEMP and in respect of the property performance challenges facing St Fillan's Primary School the review concluded that:

- the geographical boundary between St Fillan's Primary School and Our Lady of Peace Primary School zones an area within the Houston neighbourhood outwith its natural boundary and therefore the catchment areas for both schools should be reviewed;
- the sufficiency level at St Fillan's Primary School could be addressed through the removal of modular classrooms to reduce the capacity of the school; and
- to facilitate this capacity reduction the main school building required minor adaptation and extension to address operational challenges in respect of the school's administration and management accommodation and storage.

1.9. It is estimated that the cost of minor adaptation to address the operational challenges noted above would be approximately £0.050m.

1.10. In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to revise catchment arrangements between St Fillan's and Our Lady of Peace Primary Schools.

1.11. If elected members decide to proceed with this proposal, following this consultation, the catchment review could take effect from August 2015.

2. Rationale for change

2.1. At the last school census date in September 2013, St Fillan's Primary School had a capacity of 262 with a pupil roll of 143 meaning its sufficiency rating was poor (category C) and it was only 54.58% full.

2.2. As the school population is split between the main school building and a two classroom modular unit it was identified that the school's sufficiency level could be addressed through the removal of the two modular classrooms.

- 2.3. To facilitate this capacity reduction the main school building requires minor adaptation and extension to address operational challenges in respect of the school's administration and management accommodation and storage. This work is scheduled to be undertaken during 2014 at an estimated cost of £0.050m.
- 2.4. In terms of planning accommodation for the future it is essential to consider not only the current roll but the potential variances in the pupil roll over a period of time.
- 2.5. The table below illustrates roll projections for St Fillan's Primary School over a 10 year period. A decrease in roll is indicated however, when assessed in relation to a possible roll increase, generated through a potential catchment review, it is determined that the revised capacity of 196 (achieved by the removal of 2 classes or 66 places) will be sufficient for the current and future roll.

Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
262	148	138	128	134	125	122	127	127	125	127

- 2.6. It is envisaged that the combination of capacity reduction and catchment review will result in the school's sufficiency rating improving to a minimum of category "B" – satisfactory.

3. Catchment review

- 3.1. As part of the SEMP development exercise in October 2013, the views of communities were sought in respect of the principle of catchment reviews in specific areas.
- 3.2. Through its survey, "Renfrewshire Schools Questionnaire", which was about the development of the school estate management plan, the Council gathered intelligence which suggested there was broad support for the review of catchment areas where it was obvious that a geographical anomaly existed.
- 3.3. Through this consultative process it was acknowledged that some pupils were zoned to attend schools outwith their immediate neighbourhood in Houston. Accordingly, council officers conducted a review of catchment arrangements affecting St Fillan's and Our Lady of Peace Primary Schools; finding that the boundary line between the schools did not follow a natural border line.
- 3.4. It is therefore proposed that new St Fillan's and Our Lady of Peace Primary School catchment areas be created with a natural geographical boundary line formed between the two schools.
- 3.5. This alteration is suggested as opposed to maintaining the current boundary line which zones an area within Houston outwith its natural neighbourhood. This proposal is illustrated through existing and proposed catchment maps for St Fillan's and Our Lady of Peace Primary Schools attached as appendix 5 to this report.
- 3.6. Additionally, the full list of addresses affected by this alteration is detailed in appendix 3 to this report.

- 3.7. While it is important to address this particular issue the number of pupils affected is fairly minimal. For completeness however council officers have considered the potential impact on school rolls which might result from this catchment review. Appendix 4 illustrates the numbers of pupils attending Renfrewshire schools from the addresses affected by this proposed catchment alteration.
 - 3.8. It is proposed that, if approved, the catchment changes would be implemented to take effect from August 2015.
 - 3.9. If the proposal is approved then all pupils living in affected addresses would be entitled to continue attending the schools they are currently in and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.
 - 3.10. Siblings of those pupils attending either school would be entitled to attend the school their sibling attends as long as their sibling is registered in the school when they enrol.
 - 3.11. Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.
-

4. Educational benefits statement

- 4.1. In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the Council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other users of the schools; children who would be likely to become pupils at the schools within 2 years of the publication of the proposal paper; and other pupils within the Council area.
- 4.2. Having carried out a review of the educational benefits of this proposal with the head teacher and parent representatives the following paragraphs detail some of the benefits that would be experienced by children and young people attending St Fillan's Primary School if this proposal was implemented by the Council.
- 4.3. This catchment review means that all denominational pupils living in Houston will have the opportunity to attend their local denominational primary school as opposed to the current arrangement which involves transporting pupils to Our Lady of Peace Primary School in Linwood. This should lead to less time being spent getting to and from school.
- 4.4. This change will contribute to a greater sense of community within St Fillan's Primary School as all denominational pupils living in Houston will be entitled to attend their local denominational primary school.
- 4.5. The educational experience of pupils would not be adversely affected by this catchment review as the Council's recent review of St Fillan's Primary School reports that pupils experience education of a high quality.
- 4.6. All pupils affected by this catchment review would be entitled to continue attending the schools they are currently in. However, education and leisure services would provide transition support to any pupils opting to change school as a result of this proposal.

- 4.7. By improving the efficiency of St Fillan's Primary School, which is adapted specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the Council area.
-

5. Impact on school and community

- 5.1. An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the St Fillan's or Our Lady of Peace school communities.
- 5.2. The recommendations contained within this report have also 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 and an equalities impact assessment is available on request.
- 5.3. Appropriate disruption management plans are in place to support the school during the minor adaptation to the building during 2014. In due course, disruption management arrangements will be developed to support the school during the removal of the modular units.
-

6. Consultation arrangements

- 6.1. This consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.
- 6.2. The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:
- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);
 - establish a new school or stage of education in a school;
 - relocate a school or nursery class;
 - vary the catchment area or modify the guidelines for placing requests for a school;
 - vary the arrangements for the transfer of pupils from a primary school to a secondary school;
 - change the school commencement date of a primary school;
 - vary arrangements for the constitution of a special class in a school other than a special school;
 - discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;
 - change a denominational school into a non-denominational school; and
 - discontinue a further education centre which is managed by the council.
- 6.3. The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.

6.4. Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period education and leisure services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;
- Education Scotland will then provide the Council with a report on the educational aspects of this proposal no later than 3 weeks after education and leisure services has sent them all of the representations and documents noted above; and
- In preparing their report, Education Scotland may visit establishments affected by the proposal.

6.5. Education and leisure services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education policy board.

6.6. In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the council will publish its final consultation report. The final consultation report will contain:

- an explanation of how the Council has reviewed the proposal;
- the report from Education Scotland in full;
- a summary of points raised during the consultation – both written and oral – and the Council's response to them; and
- the substance of any alleged or discovered inaccuracies and omissions details of the council's response and the action taken.

6.7. The report will be available on the Council's website, at the schools affected by the proposal, at education and leisure HQ and at all public libraries. Additionally, all mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.

6.8. If any inaccuracy or omission is discovered in this proposal document, either by education and leisure services or any individual, education and leisure services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education and leisure services will then take appropriate action which may include:

- the issue of a correction;
- the reissue of the proposal paper; or
- the revision of the timescale for the consultation period as appropriate.

6.9. The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.

Activity	Date
Approval for consultation sought from education policy board	21 August 2014
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none">• the parent council of any affected schools;	5 September 2014

<ul style="list-style-type: none"> • the parents of the pupils at any affected school; • the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper; • the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); • the staff (teaching and other) at any affected school; • any trade union or professional body which appears to the education authority to be representative of the persons mentioned above; • the community council (if any); • any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1); • any other education authority that the education authority considers relevant; and • any other users of any affected school that the education authority considers relevant. 	
<p>Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.</p>	<p>22 September 2014</p>
<ul style="list-style-type: none"> • Public consultation meeting held to consult with affected community; and • Questionnaire to go live on the Council website. 	<p>7 October 2014</p>
<p>Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.</p>	<p>26 November 2014</p>
<p>Report to Education Scotland on outcome of consultation.</p>	<p>10 December 2014</p>
<p>Response from Education Scotland on outcome of consultation.</p>	<p>14 January 2014</p>
<p>Consultation response report (including Education Scotland response) presented to education policy board meeting stating consultation outcomes and making final recommendation.</p>	<p>5 March 2015</p>
<p>Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education policy board approval.</p>	

St Fillan's Primary School catchment review with Our Lady of Peace Primary School - streets affected

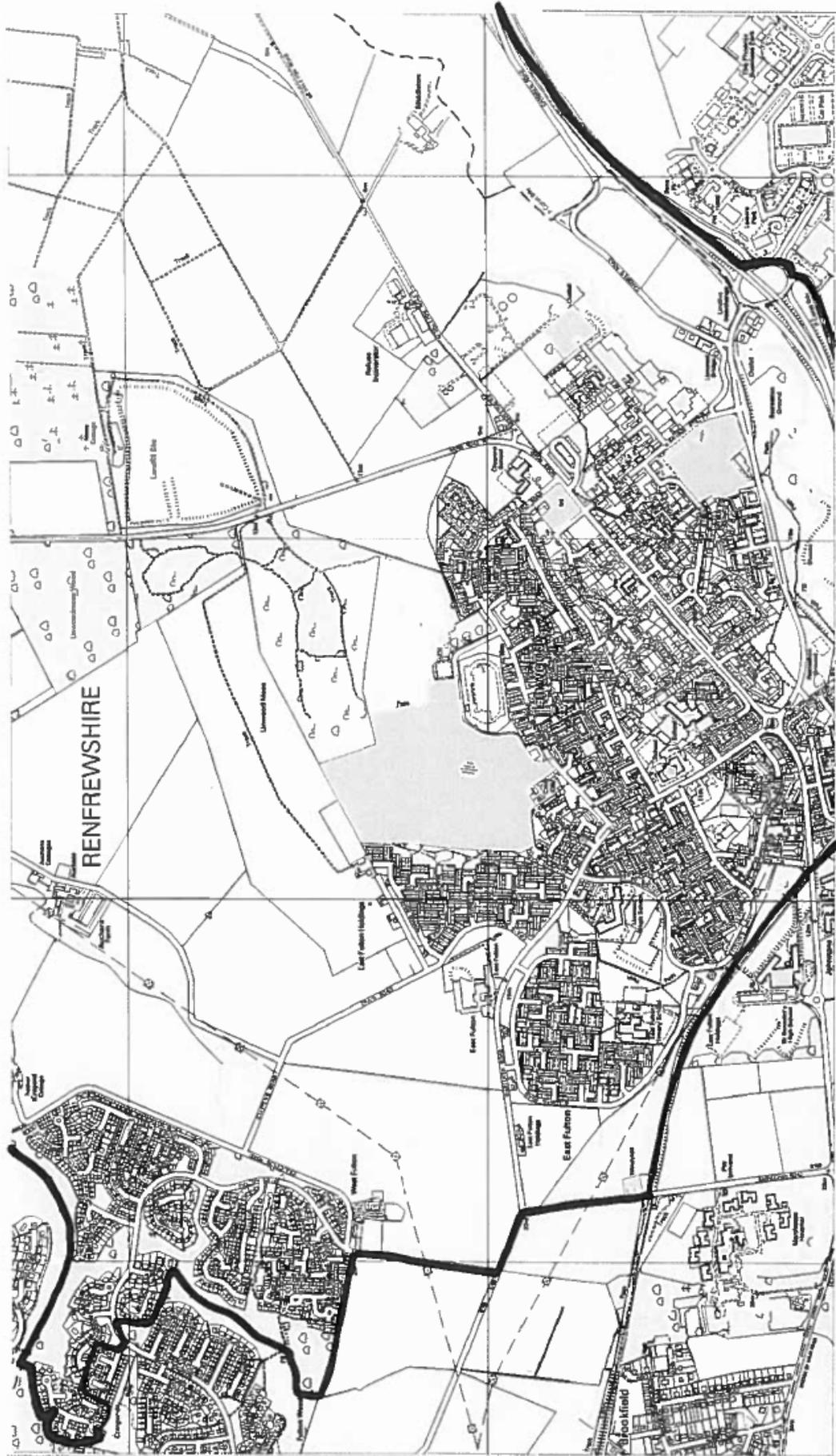
Name of Street	Name of Town
Beatrice Gardens	Houston
Craigburn Avenue	Houston
Craigburn Crescent	Houston
Craigburn Place	Houston
Craigends Road	Houston
Crawford Road (No's 27+ and 42+)	Houston
Cunningham Gardens	Houston
Fulton Gardens	Houston
Gryfebank Avenue	Houston
Gryfebank Close	Houston
Gryfebank Crescent	Houston
Gryfebank Way	Houston
Gryfewood Crescent	Houston
Gryfewood Way	Houston
Hillfoot	Houston
Hillside	Houston
Locher Avenue	Houston
Locher Crescent	Houston
Locher Gait	Houston
Locher Gardens	Houston
Locher Way	Houston
Locherburn Avenue	Houston
Locherburn Grove	Houston
Locherburn Place	Houston
Netherburn Avenue	Houston
Netherburn Gardens	Houston
Woodburn Place	Houston

St Fillan's Primary School catchment review with Our Lady of Peace Primary School

Numbers currently attending Renfrewshire schools from affected streets

Address	Bridge of Weir Primary	Fordbank Primary	Houston Primary	Kilbarchan Primary	Newmains Primary	St Fillan's Primary	Grand Total
Beatrice Gardens			6			1	7
Craigburn Avenue			5				5
Craigburn Crescent			2				2
Craigburn Place							0
Craigends Road						2	2
Crawford Road	1	2	37			5	45
Cunningham Gardens			7				7
Fulton Gardens			3				3
Gryfebank Avenue			8				8
Gryfebank Close			10				10
Gryfebank Crescent			4			2	6
Gryfebank Way			5				5
Gryfewood Crescent			6			1	7
Gryfewood Way			2				2
Hillfoot	2		21			3	26
Hillside			14				14
Locher Avenue			7	1	1		10
Locher Crescent			7			1	8
Locher Gait							0
Locher Gardens							0
Locher Way	1		2				3
Locherburn Avenue			6				6

Address	Bridge of Weir Primary	Fordbank Primary	Houston Primary	Kilbarchan Primary	Newmains Primary	St Fillan's Primary	Grand Total
Locherburn Grove			1				1
Locherburn Place			5				5
Netherburn Avenue			1				1
Netherburn Gardens			5				5
Woodburn Place							0
Grand Total	4	2	164	1	1	16	188



Our Lady of Peace Primary School



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Date: 10/01/2014

User: enballantymek1

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Our Lady of Peace Primary School



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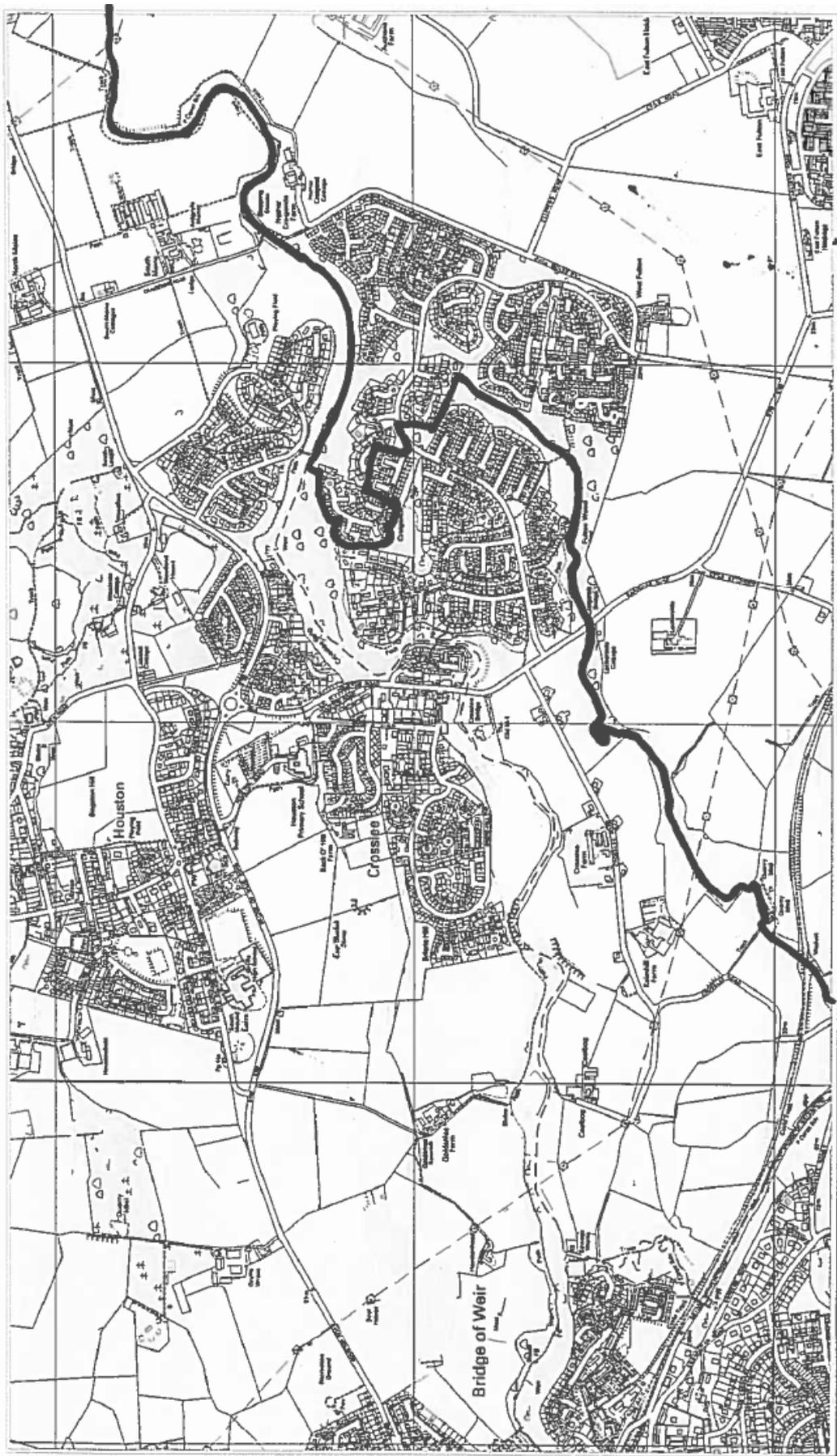
REVISED CATCHMENT

Date: 10/01/2014



Renfrewshire
Council

User: estball@nxt



Notes:
Please enter notes here

St Fillan's Primary School



1:10,000



Renfrewshire
Council

Date: 10/01/2014

User: edbaltanyre.k1

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St Fillan's Primary School



1:10,000

REVISED CATCHMENT

Date: 10/01/2014



Renfrewshire
Council

User: edballan@nec.k1

Equality Impact Assessment relating to:

SEMP Development: St Fillan's and Our Lady of Peace

Officer and department responsible for completing the assessment.	Ian Thomson, Education and Leisure Services
Name of policy, strategy or project.	Proposal to consult on a catchment review affecting St Fillan's and Our Lady of Peace Primary Schools.
What is the main purpose or aims of the policy, strategy or project?	To provide a learning environment which is conducive to education in the 21 st Century and to address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the St Fillan's and Our Lady of Peace Primary School communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate.</p> <p>Written representation were made to The Director of Education and Leisure Services, Renfrewshire Council, Education and Leisure Services, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2014.</p> <p>Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation was undertaken during Autumn 2014.</p> <p>This included a public consultation meeting which took place on 7 October 2014; one member of the public attended this meeting and no adverse responses were received in this</p>

	respect. Additionally an equalities proforma was made available on-line; again no responses were received.
Have you consulted on the policy?	As above.

Complete the following table and give reasons/comment where:

- The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to review the catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to review the catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 7 October 2014 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- a visit to the site of St Fillan's Primary School including discussions with staff, children, parents and representatives of the Catholic Church.

2. Consultation Process

2.1 Renfrewshire Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 Renfrewshire Council's consultation on the proposal to review and amend the catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools ran from 5 September to 26

November 2014. The council held a public meeting on 7 October at St Fillan's Primary School. This meeting was attended by one member of the public. The council received 11 written responses on the proposal. Ten of these responses were from parents. All of those who responded to the council supported the proposal.

3. Educational Aspects of Proposal

3.1 The proposal to review and amend the catchment areas of St Fillan's and Our Lady of Peace Primary Schools is of clear educational benefit. St Fillan's Primary School is located in the village of Houston. The current catchment area arrangements for the schools mean that some children from an area in the village of Houston have to travel to Our Lady of Peace Primary School in the village of Linwood. Implementation of the proposal will mean that children will spend less time travelling to school each day. The proposal will establish catchment areas for both schools that follow a natural border line. If implemented, the whole of the village of Houston will become part of the catchment area of St Fillan's Primary School. The council plans to implement the proposal from August 2015. However, it is not clear from the proposal paper that this will apply to children due to start P1 at this time. In its final consultation report, the council needs to clarify whether implementation of the proposal will apply to children due to start school in P1 from August 2015.

3.2 Implementation of the proposal will have a positive impact on the local community. It has the potential to create a greater sense of community within both the school and the village of Houston. Once implemented, children who live in the village of Houston will be entitled to attend their local denominational primary school.

3.3 The proposal will enable the council to make more effective and efficient use of its resources. The proposal is part of the council's School Estate Management Plan which aims to improve the fabric, efficiency and suitability of the council's school buildings. Included within the proposal is a commitment to improve the overall learning environment of St Fillan's Primary School by removing modular classrooms and combining this with some adaptation, refurbishment and extension of the main school building.

3.4 The council has taken a number of steps to minimise any possible adverse impact of the proposal. For example, it has given guarantees that children who live in addresses affected by the proposal will be able to continue to attend their current school and will remain entitled to free school transport. The proposal also gives a range of guarantees to siblings of those children who attend the schools.

3.5 All those who responded to the council supported the proposal. They did so through the council's online survey. Some respondents raised questions about the proposal during the consultation. The council provided clear responses to these questions. Parents who met with HM Inspectors were strongly in favour of the proposal. They appreciated the fact that the council has consulted on this proposal in response to their earlier requests. They feel the proposal will ensure that all children who live in the village of Houston will have fair and equitable access to the schools in the village. They also feel that the proposal addresses current perceived anomalies in arrangements for providing children with transport to school. They very much welcomed the proposal and would wish it to be implemented as quickly as possible. They were particularly keen that the proposal would apply to children due to start school in P1 from August 2015. As the schools affected by the proposal are denominational schools, the council consulted with the Catholic Church. The Diocese of Paisley supported the proposal.

4. Summary

The proposal by Renfrewshire Council to review and amend the catchment areas affecting St Fillan's and Our Lady of Peace Primary Schools is of clear educational benefit. The proposal has the full support of parents, staff, children, the Diocese of Paisley and the wider community. It addresses historical anomalies in the catchment areas of the schools. If the proposal is implemented it will enable children who live in the village of Houston to attend their local denominational primary school instead of having to travel to Our Lady of Peace Primary School in Linwood. This has the potential to provide fair and equitable access to the schools in the village of Houston whilst having a positive impact on the wider community of Houston. Implementation of the proposal will also enable the council to make more effective and efficient use of its resources and help it secure best value in the delivery of its services. In its final consultation report, the council needs to clarify whether implementation of the proposal will apply to children due to start school in P1 from August 2015.

**HM Inspectors
Education Scotland
December 2014**

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: **Response to proposals to consult on the relocation of St Fergus' Primary School to a new school building; and a catchment review affecting St Fergus' and St Mary's Primary Schools**

1. Summary

- 1.1 On 21 August 2014 the education policy board agreed to a formal consultation on the proposals relating to the relocation of the existing St Fergus' Primary School to a new building on an adjacent council owned site and to the review of catchment arrangements between St Fergus' and St Mary's Primary Schools.
- 1.2 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation on the proposals was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
- 1.3 The consultation formally opened on 6 October 2014 and closed at 12 noon on 25 November 2014.
- 1.4 The purpose of this report is to provide the education policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as appendix 1 to this document.
- 1.5 In respect of the proposal to build a new St Fergus' Primary School responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.
- 1.6 Responses to the proposal to review the catchment areas affecting St Fergus' and St Mary's Primary Schools were predominately positive and details of such responses are contained within appendix 1 to this report.
- 1.7 This report also provides a recommendation for the location of the new school based on site evaluations of the existing St Fergus' Primary School site; the former Ferguslie Primary School site; and the vacant site at the North West junction of Blackstoun Road and Bankfoot Road in Paisley.

- 1.8 The most suitable location was determined by assessing the site in terms of its educational benefits; size and operational efficiency; ground conditions; and the Council's strategic land use objectives within the Ferguslie area of Paisley.
- 1.9 Having considered these factors it is felt that the site at the North West junction of Blackstoun Road and Bankfoot Road in Paisley presents the most suitable location for the new school.
-

2. Recommendations

- 2.1. The education policy board is asked to:
- note the issues raised through the formal consultation detailed in appendix 1;
 - note the comments made by Education Scotland in relation to the educational benefits of the proposals detailed in appendix 4;
 - approve the relocation of St Fergus' Primary School to a new building on the site at the North West junction of Blackstoun Road and Bankfoot Road in Paisley;
 - approve the development of detailed project proposals, including project design, fully developed project costing, financial assessment and funding approach for the construction of the new school;
 - note that the new facility will be delivered by the Council's property services section, augmented by external consultants as required, and a main contractor will be appointed through an open tender process; and
 - approve the revised catchment arrangements affecting St Fergus' and St Mary's Primary Schools and agree that such changes will take effect from August 2015.
-

3. Background

- 3.1. As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
- 3.2. The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
- 3.3. A focussed review of the primary and pre 5 estates was therefore undertaken to inform the service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
- 3.4. As part of this ongoing development the education policy board agreed to a formal consultation on the proposals to relocate the existing St Fergus' Primary School to a new building on an adjacent council owned site and to review catchment arrangements between St Fergus' and St Mary's Primary Schools in August 2014.
- 3.5. Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
- 3.6. The consultation formally opened on 6 October 2014 and closed at 12 noon on 25 November 2014.

- 3.7. In respect of the proposal to build a new St Fergus' Primary School responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.
 - 3.8. Responses to the proposal to review the catchment areas affecting St Fergus' and St Mary's Primary Schools were predominately positive and details of such responses are contained within appendix 1 to this report.
 - 3.9. This report also provides a recommendation for the location of the new school based on site evaluations of the existing St Fergus' Primary School site; the former Ferguslie Primary School site; and the vacant site at the North West junction of Blackstoun Road and Bankfoot Road in Paisley.
 - 3.10. The most suitable location was determined by assessing the site in terms of its educational benefits; size and operational efficiency; ground conditions; and the Council's strategic land use objectives within the Ferguslie area of Paisley.
 - 3.11. Having considered these factors the site at the North West junction of Blackstoun Road and Bankfoot Road in Paisley presents the most suitable location for the new school.
-

4. Consultation

- 4.1. Following agreement to consult on proposals to relocate the existing St Fergus' Primary School to a new building on an adjacent council owned site and to review catchment arrangements between St Fergus' and St Mary's Primary Schools a consultation document was issued to parents and interested parties affected by the proposals.
 - 4.2. The consultation document invited members of the public to respond to the proposals either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of education and leisure services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
 - 4.3. A public meeting was held with parents and members of the public as part of the consultation process.
 - 4.4. A presentation was made by officers from education and leisure services. The presentation outlined the background to the proposals, highlighting the impact these would have on the school communities.
 - 4.5. Those in attendance at the public meetings were invited to raise questions and notes of the questions asked and the answers provided by education officers were published on the Council's website.
 - 4.6. A report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.
-

5. Comments and observations arising from the consultation

- 5.1. During the course of the consultation, questions were raised regarding how the council would progress this proposal. Appendix 1 to this document, "Response to the consultation on proposals to relocate the existing St Fergus' Primary School to a new building on an adjacent council owned site; and to review catchment arrangements between St Fergus' and St Mary's Primary Schools" details the questions asked and the responses provided.

- 5.2. Education Scotland have been consulted on the proposal in line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
- 5.2.1. Renfrewshire Council's proposal to relocate St Fergus' Primary School to a new school building on an adjacent council owned site and review catchment areas affecting St Fergus' and St Mary's Primary Schools has a number of educational benefits for the children of St Fergus' Primary School and those who will attend in the future. These benefits mainly stem from access to improved accommodation leading to enhanced indoor and outdoor learning environments. Other children in Renfrewshire will also benefit from a best value approach which uses resources effectively. Children, parents and staff of St Mary's Primary School have raised some concerns about the review of catchment areas. They would also like continuing reassurance about free transport for children who decide to remain at St Mary's Primary School. The council needs to ensure that the final consultation report considers the views expressed by children, parents and staff, and takes reasonable account of their concerns.
- 5.2.2. In response to the concerns intimated by Education Scotland on behalf of parents above Renfrewshire Council will work closely with the headteacher of the school to ensure all parties have a clear understanding of the rationale for this catchment review. The importance of having resources in the right place to provide the best possible educational experiences for pupils, within their local areas, has been clearly communicated through a series of public meetings and this message will be reiterated by the headteacher to the school community to ensure as wide an understanding of the impact of catchment review within the context of school estate management planning.
- 5.2.3. With regard to comments re transport, Renfrewshire Council has clearly stated through public meetings and in section 5 of its report "Proposal to Consult on The Relocation of St Fergus' Primary School to a New School Building; and a Catchment Review Affecting St Fergus' and St Mary's Primary Schools", that those pupils, currently entitled to free school transport and wishing to remain in St Mary's Primary School, will continue to have an entitlement to free school transport. Again the headteacher of the school will ensure that the school community is made aware of this commitment.

6. The location of the new school

- 6.1. Having assessed the benefits and detriments of a number of site locations and having taken into account the views expressed through the consultation process it is recommended that the new St Fergus' Primary School should be progressed and that the new school should be located on the site at the north west junction of Blackstoun Road and Bankfoot Road in Paisley.

Implications of this report

1. Financial Implications

The total capital investment for this project is £5.9m.

As the project involves the relocation of a service it is not envisaged that there will be any revenue savings.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People	· An improved school environment supports learning and achievement.
Community Care, Health and Well-being	· An improved school environment supports health and wellbeing.
Greener	· Sustainable approaches to ensuring high quality assets will be developed.

4. Legal Implications

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

5. Property/Assets Implications

This proposal aims to deliver a school designed to provide sustainable accommodation that is fit for education in the 21st century.

The land on which the existing St Fergus' Primary School currently stands will be surplus to requirement further to the demolition of the existing school building and Janitor's house and is therefore referred to the director of development and housing services for further consideration.

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. An equalities impact assessment is attached as appendix 3 to this report.

8. Health and Safety Implications

None.

9. Procurement Implications

The procurement model for the delivery of this project is being developed by corporate procurement and development and housing services. The new facility will be delivered by the Council's property services section, augmented by external consultants as required, and a main contractor will be appointed through an open tender process.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to Consult on: The Relocation of St Fergus' Primary School to a New School Building; and a Catchment Review Affecting St Fergus' and St Mary's Primary Schools.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, ian.thomson@renfrewshire.gov.uk

*Children's Services
IT/GMcK/LG
20 February 2015*

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

Response to the Consultation on the Proposals Relating to:

The relocation of the existing St Fergus' Primary School to a new building on an adjacent council owned site and the review of catchment arrangements affecting St Fergus' and St Mary's Primary Schools.

1. Consultation Process

- 1.1. Following agreement to consult on the proposals relating to the relocation of the existing St Fergus' Primary School to a new building on an adjacent council owned site and the review of catchment arrangements affecting St Fergus' and St Mary's Primary Schools a consultation document was issued to all interested parties.
- 1.2. A consultation meeting was held with parents and members of the public and meetings were also held with staff from the affected schools.
- 1.3. The consultation formally opened on 6 October 2014 and closed at 12 noon on 25 November 2014.
- 1.4. Copies of the consultation document were issued to parents of every pupil in attendance at St Fergus' and St Mary's Primary Schools and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of education and leisure services.

2. The Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following written responses were received:

Category	Number of Responses	Type of Response
Partner Agencies	1	Recorded via online survey
Parents	10	Recorded via online survey
Staff	5	4 individual responses recorded via online survey and 1 written submission from staff at St Fergus' Primary School
Pupils	2	Written submission from pupils at St Fergus' Primary School and online version from the pupils of St Mary's

- 2.2. The public meeting was held in St Fergus' Primary School on 6 October 2014 and was attended by 27 members of the public.

- 2.3. Arrangements were also made to consult directly with the staff of both schools.

A note of the public meeting was taken and can be obtained by request to the director of education and leisure services and can be viewed on the Council website at www.renfrewshire.gov.uk/haveyoursay

3. Analysis of key issues raised during the consultation

- 3.1. 17 responses were received and recorded through the Council's online survey. In relation to the proposal to close the existing St Fergus' Primary School and rebuild the school on an adjacent site 14 responses were supportive of the proposal and 3 responses were against.
- 3.2. 13 comments were made in relation to this proposal. Of the 13 comments made 11 were supportive statements; 1 was a negative comment; and 1 question was asked (this question is noted and responded to at 4 below)
- 3.3. In relation to the proposal to review the catchment areas affecting St Fergus' and St Mary's Primary Schools 17 responses were received. 11 responses were supportive of the proposal and 6 responses were against.
- 3.4. 15 comments were made in relation to this proposal. Of the 15 comments made 10 were supportive statements and 5 were observations which are noted and responded to at 4 below).

4. Response to key issues raised during the consultation

Q: What was the space requirement for the new school?

R: The school would be designed for a roll of 175 and, subject to Council approval of the proposal; design development would provide adequate internal and external space for this number. The proposed site would sufficiently accommodate the roll projection.

Q: Will the playground be shared with Glencoats Primary School?

R: No, both schools would be completely independent with no shared facilities.

Q: Will the new school be PPP?

R: No, the new school would be funded and maintained by Renfrewshire Council.

Q: Will traffic be well organised?

R: Yes, the school would formalise and update its travel plan and this would inform the design of the building and surrounding grounds.

Q: Are there plans to review any other catchment areas which might positively impact on St Mary's?

R: Renfrewshire Council is committed to addressing geographical anomalies and plans to take forward further catchment reviews at a later date which could affect St Mary's Primary School.

Q: What is plan B if the community does not want a new build?

R: If the proposal to build a new school is not supported by communities this would be reported back through the consultation process and elected members would request that officers develop further proposals for consideration.

- Q: How will the existing building be maintained in the interim period?
R: The Council's corporate landlord is responsible for all routine maintenance arrangements. While there would be no significant capital investment in a building scheduled for demolition it would be appropriately maintained to ensure it is wind tight and waterproofed and to safeguard the health and wellbeing of all users.
- Q: When will the new school open?
R: The completion date is expected to be April 2017.
- Q: Will St Fergus' be properly funded?
R: This change would not impact on school funding. All schools are funded on the same basis with the pupil roll generating budgets for both school materials and staff.
- Q: Will the support for pupils with additional support needs be maintained?
R: Yes, entitlement to additional support follows the pupil and will not be affected by a change of location.
- Q: What will happen to the existing site after the school is demolished?
R: The site will be levelled and seeded. The land will then be transferred to the general housing account and considered for future regeneration.
- Q: Some people are disappointed that the existing building is not being refurbished and that the new building will not be developed on the existing site.
R: The cost, and associated disruption, of a refurbishment did not present best value for the Council. Additionally, it was explained that the current site was not big enough to appropriately accommodate both the existing and new building and that the degree of disruption caused by attempting to phase the construction would adversely affect the school community.
- Q: Have you built a new school near an existing school before?
R: Yes, St James' Primary School in Renfrew was built on an adjacent site while the pupils remained in the existing building.
- Q: Will it be a problem having a denominational and non-denominational school so close together?
R: No, our school communities work well together. Renfrewshire Council has two denominational / non-denominational shared campuses and a number of other schools which sit immediately adjacent to each other and we have received no reports of sectarian difficulties.
- Q: Will the Council find itself with obsolete schools when it finds that small schools don't work?
R: No, the school estate management plan tailors the size of the school to the size of the roll. It is the Council's aim to address the inefficiency of the school estate by ensuring that schools are of an appropriate size for the communities they serve.

Q: Will the new school look like St James'?

R: The design principles would be adapted to the profile of the St Fergus' Primary School community. Subject to approval for the project to go ahead, all interested parties would have the opportunity to inform the design process for the new build.

C: The staff of St Fergus' Primary School noted that the design of a new school should include:

- Suitable high quality outdoor environment for play & learning (ECO School). Ease of access from classroom thought to be very important.
- Space for active learning across the school (break-out spaces).
- Spaces fit for purpose should be considered e.g. sanctuary/nurture space, small group tutorial space.
- Location good civic presence with attractive entrance.
- Classroom storage. Staff viewed images of a learning wall; this was well received.
- Central Storage area for large equipment essential.
- ICT. Staff had some concerns re secure storage of moveable equipment.
- Inclusion of a designated space for parents.
- Inclusion of a designated space for support staff and teaching staff to use when preparing lessons and resources.
- Number and location of pupil toilets to maximise easy access from classroom and playground.
- Location of adult toilets to meet staff/visitor need but also to facilitate school events e.g. school shows, vintage cafe etc.
- Floor coverings
- Good traffic management arrangements
- ICT requirements. Staff would welcome further dialogue and involvement in the development of ICT Strategy.

R: Renfrewshire Council welcomes input from all staff and will use the points noted above to inform the design of a new school if the proposal to rebuild the school is approved by elected members.

C: The pupils of St Fergus' Primary School were consulted on the proposals to build a new school and revise the catchment area. 102 pupils took part in the consultation. 94 pupils were in favour of a new build and 86 pupils were supportive of the catchment review. Pupils noted that the design of a new school should include:

- Playground equipment
- Bigger playground
- Football pitch
- Bigger classrooms
- Better toilets
- Computer room
- Separate lunch/gym hall
- Water fountains
- Swimming pool
- Shelter
- Solar panels
- First aid room
- Badge at front of school
- Cafe for children & teachers

- R: Renfrewshire Council welcomes input from all pupils and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head teacher will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.
- C: The pupils of St Mary's Primary School were consulted on the proposals to revise the catchment area; their comments are noted below.
The change will make St. Mary's smaller. There will be fewer pupils, so fewer classes and fewer teachers and other staff. This means we will lose some of our friends and staff that have helped us for many years. This will be upsetting for us and for the people that have to leave us. It will break up our school family. It will be harder for the families that have to change to St. Fergus' because they won't get transport and will have to walk. The new school is not that close. Also, for mums and dads that work they can't just put their children on the bus and then go to work. They will have to walk all the way to the new school if they have younger children.
- R: Renfrewshire Council welcomes input from all pupils and will give careful and sensitive consideration to the points noted above. To allay any pupil concerns Education and leisure services will work closely with the head teacher of St Mary's Primary School to ensure that the school community understands the choices available to the pupils potentially affected by this proposal (as described in section 3.9 of the original consultation document) which states: *"If the proposal is approved then all pupils living in affected addresses would be entitled to continue attending the schools they are currently in and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue."*
- Q: Why waste money on a new build when the existing building could be refurbished?
- R: The cost, and associated disruption, of a refurbishment did not present best value for the Council. The current site is not big enough to appropriately accommodate both the existing and new building and the degree of disruption caused by attempting to phase the construction would adversely affect the school community.
- C: Reducing the roll of St Mary's by changing its catchment area might lead to the closure of the school.
- R: One of Renfrewshire Council's School Estate Management Plan (SEMP) objectives is to retain schools in their local communities where possible and there are no proposals to close any schools within the current SEMP.
- C: Review and possible amendment to the catchment area will lead to a fall in St Mary's school roll which will inevitably have a detrimental effect on teaching arrangements, reduced teacher numbers, increased composite classes etc.
- R: A change in the catchment area will not, in itself, lead to an inevitable fall in roll and have a detrimental effect on teaching arrangements, reduced teacher numbers, and create an increase in composite classes because the proposal allows for those pupils currently attending St Mary's to continue to do so. In the longer term it is important to note that the roll of any school will be routinely subject to a number of factors which both positively and negatively impact on the roll of a school (birth rates, housing developments and the potential for further catchment changes). While it is acknowledged that reduced rolls may impact on individual establishments it should be noted that

the overall pupil roll for the authority does not change and therefore the overall number of teachers within the authority does not change; the working location of such staff may alter but the number of teachers will not reduce as a result of a catchment review.

Q: Why is the natural boundary proposed for St Mary's and St Fergus' not implemented for West and Glencoats and will other anomalies be addressed?

R: The catchment area review for West and Glencoats Primary Schools is scheduled for autumn 2015 and a review of catchment arrangements for St David's and St Anthony's Primary Schools, scheduled for spring 2016, could potentially impact on St Mary's Primary School.

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

- **The relocation of St Fergus' Primary School to a new school building; and**
- **A catchment review affecting St Fergus' and St Mary's Primary Schools**

1. Introduction

- 1.1. Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2. The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3. The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the Council's 4 objectives for the school estate in Renfrewshire:

Scottish Government Principles:

1. Good consultation to support better outcomes;
2. Innovative design and change informed by experience;
3. A more integrated, holistic and longer term approach to change;
4. Schools must be in a condition to support and enhance their functions;
5. Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
6. Schools should be greener, more sustainable and environmentally efficient;
7. A well managed estate should represent and deliver best value;
8. Schools should drive and support effective learning and teaching; and
9. Schools should best serve their communities.

Council Objectives:

1. To provide the best educational experience for all learners in Renfrewshire;
2. To satisfy the condition, sufficiency and suitability core facts;
3. To retain services within communities where possible; and
4. To provide environmentally and economically sustainable facilities with lower carbon footprints.

- 1.4. The Council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.
- 1.5. Core facts ratings are as follows:
 - A Good
 - B Satisfactory
 - C Poor
 - D Bad
- 1.6. Through its school estate project team the Council continually reviews the performance of the school estate in terms of these core fact findings.
- 1.7. This process identified that the existing St Fergus' Primary School building was not performing well for the school community as it was too big and the condition of the building was deteriorating.
- 1.8. Building on this intelligence elected members approved an approach to engage school communities and interested parties in the development of the SEMP and in respect of the property performance challenges facing St Fergus' Primary School the review concluded that:
 - the educational experience for children and young people would be improved if delivered in a facility specifically designed to support education in the 21st century;
 - the condition and sufficiency challenges facing this school are such that the most appropriate, best value approach would be to relocate the school to a new school building on an adjacent council owned site;
 - the geographical boundary between St Fergus' Primary School and St Mary's Primary School zones an area within the Ferguslie neighbourhood outwith its natural boundary and therefore the catchment areas for both schools should be reviewed; and
 - a consultative approach, involving all stakeholders and service users, would deliver a new build school that would enhance the educational experience for all children and young people attending St Fergus' Primary School. The building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.
- 1.9. In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate the existing St Fergus' Primary School to a new building on an adjacent council owned site and to review catchment arrangements between St Fergus' and St Mary's Primary Schools.

1.10. It was originally estimated that the cost of building a new school would be approximately £5.5m. Having further assessed potential housing development and the possible impact of a catchment review on the new school's roll, this figure has been revised to approximately £5.9m

1.11. Subject to approval by the education policy board to proceed with this proposal a new school could be operational by Spring 2017. The proposed programme would be:

- Consultation conducted October 2014
- Approval to proceed received March 2015
- Start of design phase March 2015
- Start of construction phase January 2016
- School operational April 2017
- Demolition of vacant facilities commencing June 2017

2. Rationale for change and project development

2.1. At the last school census date in September 2013 St Fergus' Primary School had a capacity of 292 with a pupil roll of 119; meaning its sufficiency rating was bad (category D) and it was only 40.75% full.

2.2. In terms of planning accommodation for the future it is essential to consider not only the current roll but the potential variances in the pupil roll over a period of time.

2.3. The table below illustrates roll projections for St Fergus' Primary School over a 10 year period. A moderate increase in roll is indicated as a result of potential housing developments in the area, suggesting that the revised capacity for the school should be based on an occupancy level of around 155 pupils. However this factor, when combined with the potential increase in roll generated through a catchment review, means it would be prudent to plan for a potential maximum occupancy level of 175.

Capacity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
292	119	118	127	122	122	129	131	136	146	149	155

2.4. The condition rating for the St Fergus' Primary School building is (C) - poor. The anticipated cost of addressing the condition concerns of the existing building to a rating of (A) - good, is in excess of £0.5m. However investing such resource in this building without addressing the sufficiency concerns noted above does not represent best value for the Council and an alternative holistic approach is therefore required.

2.5. Through the SEMP development process officers identified four potential solutions to the sufficiency (D) and condition (C) challenges facing the school. These options included:

- Option 1. The creation of a shared campus with Glencoats Primary School;

- Option 2. The co-location of St Fergus' Primary School and Douglas Street Pre 5 Centre at the St Fergus' Primary School building;
 - Option 3. The capacity reduction of the St Fergus' Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and
 - Option 4. The construction of a new St Fergus' Primary School.
- 2.6. To inform the option appraisal process cost estimates were compiled for each of the draft proposals tabled.
- 2.7. The high level estimated cost plan for each option was based on indicative areas of new build and refurbishment using the characteristics of the school and the projected maximum school roll over the next 10 years.
- 2.8. Costs were compiled using square metre rates for differing construction types, taking cognisance of the varying complexity of each option and utilising information from recently completed projects and market information. Allowance was made, where appropriate, for temporary accommodation to allow the school to continue to deliver the curriculum, and also for external learning area improvement or development.
- 2.9. When the cost, disruption and operational implications of options 1, 2, and 3 were assessed it was determined that the cost differential between these options and option 4, a new build school, were such that it made fiscal and operational sense to propose a new build St Fergus' Primary School as the best value solution.
-

3. Catchment review

- 3.1. As part of the SEMP development exercise in October 2013 the views of communities were sought in respect of the principle of catchment reviews in specific areas.
- 3.2. Through its survey, "Renfrewshire Schools Questionnaire", which was about the development of the school estate management plan, the Council gathered intelligence which suggested there was broad support for the review of catchment areas where it was obvious that a geographical anomaly existed.
- 3.3. Through this consultative process it was acknowledged that some pupils attend schools outwith their immediate neighbourhood in Ferguslie. Accordingly, council officers conducted a review of catchment arrangements affecting St Fergus' and St Mary's Primary Schools; finding that the boundary line between St Fergus' and St Mary's Primary Schools did not follow a natural border line.
- 3.4. It is therefore proposed that new St Fergus' and St Mary's Primary School catchment areas be created with a natural geographical boundary line formed between the two schools at the railway line.
- 3.5. This alteration is suggested as opposed to maintaining the current boundary line which zones an area within Ferguslie outwith its natural neighbourhood. This proposal is illustrated through existing and proposed catchment maps for St Fergus' and St Mary's Primary Schools attached as appendix 5 to this report.

- 3.6. Additionally, the full list of addresses affected by this alteration is detailed in appendix 3 to this report.
 - 3.7. While it is important to address this particular issue the number of pupils affected is fairly minimal. For completeness however council officers have considered the potential impact on school rolls which might result from this catchment review. Appendix 4 illustrates the numbers of pupils attending Renfrewshire schools from the addresses affected by this proposed catchment alteration.
 - 3.8. It is proposed that, if approved, the catchment changes would be implemented to take affect from August 2015.
 - 3.9. If the proposal is approved then all pupils living in affected addresses would be entitled to continue attending the schools they are currently in and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.
 - 3.10. Siblings of those pupils attending either school would be entitled to attend the school their sibling attends as long as their sibling is registered in the school when they enrol.
 - 3.11. Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.
-

4. Educational benefits statement

- 4.1. In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the Council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other users of the schools; children who would be likely to become pupils at the schools within 2 years of the publication of the proposal paper; and other pupils within the Council area.
- 4.2. Having carried out a review of the educational benefits of this proposal with the head teacher and parent council representatives, education and leisure services concludes that the educational experience and outcomes for children and young people will be improved if delivered in a facility specifically designed to support the curriculum.
- 4.3. The following paragraphs detail some of the benefits that would be experienced by children and young people attending St Fergus Primary School if this proposal was implemented by the Council.
- 4.4. A new build St Fergus' Primary School will better support the delivery of the curriculum. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A new school will facilitate the range of learning experiences necessary for the development of these skills.

- 4.5. The new build St Fergus' Primary School will provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence.
- 4.6. A new school building will energise the learning community and support its wellbeing.
- 4.7. Playground and social gathering areas will be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for pupils at all stages.
- 4.8. The dining and P.E. facilities will be improved at a new build school. With improved P.E. facilities, which support the P.E. curriculum and contribute to the health and well being of children, the new school will provide the facilities required to ensure daily opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 4.9. St Fergus' Primary School currently has ECO Schools status. A garden area will benefit pupil participation in learning about plant life and living things; further supporting the continued work in learning about environmental issues.
- 4.10. Flexible working spaces within the school building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage pupil engagement and motivate learners.
- 4.11. A new building supports the Council's early years strategy "Families First" by enhancing the opportunities available for family learning and partnership working with Glencoats Primary School which would be immediately adjacent to the new school.
- 4.12. St Fergus' Primary School is currently supported by an Out of School Care group. The new school will provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations.
- 4.13. A new build school will ensure the building was fully compliant with the provisions of the Equality Act (2010).
- 4.14. A new build will provide the opportunity for improving the traffic management at St Fergus' Primary School.
- 4.15. The proposal will ensure the new St Fergus' Primary School has a condition rating of "A" and a sufficiency rating of "B / A".
- 4.16. A catchment review means that all denominational pupils living in Ferguslie will have the opportunity to attend their local denominational primary school as opposed to the current arrangement which involves transporting pupils to St Mary's Primary School. This should lead to less time being spent getting to and from school.
- 4.17. This change will contribute to a greater sense of community within St Fergus' Primary School as all denominational pupils living in Ferguslie will be entitled to attend their local denominational primary school.

- 4.18. The educational experience of pupils would not be adversely affected by this catchment review as the Council's recent review of St Fergus' Primary School reports that pupils experience education of a high quality.
- 4.19. All pupils affected by this catchment review would be entitled to continue attending the schools they are currently in. However, education and leisure services would provide transition support to any pupils opting to change school as a result of this proposal.
- 4.20. By providing an efficient new St Fergus' Primary School, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the Council area.
-

5. Impact on school and community

- 5.1. An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the St Fergus' or St Mary's school communities.
- 5.2. The recommendations contained within this report have also 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 and an equalities impact assessment is available on request.
- 5.3. As this proposal relates to the construction of a new school on an alternative site the disruption to staff, pupils and the school community will be minimal.
- 5.4. As part of the design development process for the new building the headteacher will represent the interests of the school community at regular focus group meetings with the Council's project team.
- 5.5. With support from the project team the headteacher will be responsible for the management of project development communications with staff, pupils, parents, professional bodies and trade unions.
- 5.6. All external agencies, with no specific or individual relationship with St Fergus' Primary School, currently accommodated within the existing St Fergus' Primary School building will be consulted on arrangements to relocate their services to alternative accommodation.
- 5.7. St Fergus' Primary School is currently supported by an Out of School Care group. The new school will provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations.
- 5.8. There is an occupied Janitor's house within the curtilage of St Fergus' Primary School grounds. As with previous new school builds it is intended that this property will be demolished as part of the school building demolition in the summer of 2017. Well in advance of this date community resources and development and housing services will liaise with the school's Janitor to support him through the re-housing process.

5.9. The Children at Risk in Need of Guidance (CARING) Group also occupy a building within the curtilage of the school grounds. This group is registered to provide a day care service for a maximum of 30 children from a number of areas within Paisley. The group is funded through grants from various sources and provides places to children whose families meet the criteria for admissions. Education and leisure services will liaise with the management committee of CARING to ensure the group are informed of developments affecting the site.

6. Consultation arrangements

6.1. This consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.

6.2. The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:

- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);
- establish a new school or stage of education in a school;
- relocate a school or nursery class;
- vary the catchment area or modify the guidelines for placing requests for a school;
- vary the arrangements for the transfer of pupils from a primary school to a secondary school;
- change the school commencement date of a primary school;
- vary arrangements for the constitution of a special class in a school other than a special school;
- discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;
- change a denominational school into a non-denominational school; and
- discontinue a further education centre which is managed by the council.

6.3. This consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.

6.4. Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period education and leisure services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;
- Education Scotland will then provide the Council with a report on the educational aspects of this proposal no later than 3 weeks after education and leisure services has sent them all of the representations and documents noted above; and
- In preparing their report, Education Scotland may visit establishments affected by the proposal.

- 6.5. Education and leisure services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education policy board.
- 6.6. In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the council will publish its final consultation report. The final consultation report will contain:
- an explanation of how the Council has reviewed the proposal;
 - the report from Education Scotland in full;
 - a summary of points raised during the consultation – both written and oral – and the Council’s response to them; and
 - the substance of any alleged or discovered inaccuracies and omissions details of the council’s response and the action taken.
- 6.7. The report will be available on the Council’s website, at the schools affected by the proposal, at education and leisure HQ and at all public libraries. Additionally, all mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.
- 6.8. If any inaccuracy or omission is discovered in this proposal document, either by education and leisure services or any individual, education and leisure services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education and leisure services will then take appropriate action which may include:
- the issue of a correction;
 - the reissue of the proposal paper; or
 - the revision of the timescale for the consultation period as appropriate.
- 6.9. The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.

Activity	Date
Approval for consultation sought from education policy board	21 August 2014
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> • the parent council of any affected schools; • the parents of the pupils at any affected school; • the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper; • the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); • the staff (teaching and other) at any affected school; 	5 September 2014

<ul style="list-style-type: none"> • any trade union or professional body which appears to the education authority to be representative of the persons mentioned above; • the community council (if any); • any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1); • any other education authority that the education authority considers relevant; and • any other users of any affected school that the education authority considers relevant. 	
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	22 September 2014
<ul style="list-style-type: none"> • Public consultation meeting held to consult with affected community; and • Questionnaire to go live on the Council website. 	6 October 2014
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	25 November 2014
Report to Education Scotland on outcome of consultation.	9 December 2014
Response from Education Scotland on outcome of consultation.	13 January 2014
Consultation response report (including Education Scotland response) presented to education policy board meeting stating consultation outcomes and making final recommendation.	5 March 2015
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education policy board approval.	



Notes:
Please enter notes here

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Date: 08.01.2014

St Mary's Primary School

REVISED CATCHMENT



Renfrewshire
Council

User: edit@kmlsne1

Equality Impact Assessment relating to:

SEMP Development: St Fergus' and St Mary's

Officer and department responsible for completing the assessment.	Ian Thomson, Education and Leisure Services
Name of policy, strategy or project.	Proposals to relocate St Fergus' Primary School to a new building and declare the existing building surplus to requirements; and a catchment review affecting St Fergus' and St Mary's Primary Schools.
What is the main purpose or aims of the policy, strategy or project?	To provide a learning environment which is conducive to education in the 21 st Century and to address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the St Fergus' and St Mary's Primary School communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate.</p> <p>Written representation were made to The Director of Education and Leisure Services, Renfrewshire Council, Education and Leisure Services, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2014.</p> <p>Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation will be undertaken during Autumn 2014.</p>

	This included a public consultation meeting which took place on 6 October 2014. All participants were provided with the opportunity to complete an equalities proforma to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.
Have you consulted on the policy?	As above.

Complete the following table and give reasons/comment where:

- The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to relocate St Fergus' Primary School to a new school building on an adjacent site and review catchment areas affecting St Fergus' and St Mary's Primary Schools

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to relocate St Fergus' Primary School to a new school building on an adjacent site and review catchment areas affecting St Fergus' and St Mary's Primary Schools. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 6 October 2014 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- meetings with representatives of the Catholic Church; and
- visits to the sites of St Fergus' Primary School and St Mary's Primary School, including discussion with relevant consultees.

2. Consultation Process

2.1 Renfrewshire Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 In 2013, Renfrewshire Council consulted on its School Estate Management Plan. It decided to take forward formal consultation on a new school build to replace the current St Fergus' Primary School and to review the catchment areas of St Fergus' Primary School and St Mary's Primary School. The public consultation took place between 6 October 2014 and 25 November 2014. The public meeting held on 6 October 2014 was attended by 24 members of the public, almost all being in favour of the proposal to build St Fergus' Primary School on a new site. The council provided online and hard copy response forms to be completed by interested parties. The council received 17 written responses to the proposal. Eighty two percent of respondents were in favour of the construction of a new build St Fergus' Primary School and 18% against. Sixty five per cent of respondents were in favour of the proposal to revise the St Fergus' and St Mary's Primary Schools catchment area with 35% against. Officers of the council consulted with the Parent Councils and staff of both schools. The headteachers of both schools consulted with pupils and provided written responses of the pupils' views to the council.

3. Educational Aspects of Proposal

3.1 The council's proposal to relocate St Fergus' Primary School to a new school building has a number of educational benefits for the children of St Fergus' Primary School. The proposed enhanced learning environment has the potential to better cater for modern approaches to learning and teaching, and help to provide improved learning experiences. Implementation of the proposal will provide better, more flexible space for children's learning activities. There will be better opportunities for staff to work and plan together. Children's learning has the potential to be enhanced by accessing improved information and communications technology provision. The proposal will lead to improved dining, physical education, playground and social gathering facilities which will encourage better social interaction, different kinds of energetic play and daily opportunities to participate in physical activity. This has the potential to lead to improvements in children's social and physical health and wellbeing.

3.2 If implemented, the proposal will provide enhanced provision for family learning and partnership working as the new school will be immediately adjacent to Glencoats Primary School. It will also provide better facilities for the out-of-school care group currently housed in St Fergus' Primary School by providing designated storage facilities and access to improved accommodation.

3.3 The proposal will enable the council to make more effective and efficient use of its resources. Through the council's school estate review process, the current St Fergus' Primary School building and grounds was identified as not performing well for the school community as it was too big and the condition of the building was deteriorating. The school is 40.75% full and has a sufficiency rating of D (bad). Its condition rating is C (poor). A process was undertaken to estimate the cost of various options and the construction of a new St Fergus' Primary School was deemed to offer best value for the people of Renfrewshire. The proposed new build will be more efficient to run with a condition rating of A (Good) and a sufficiency rating of A/B (Good/Satisfactory).

3.4 The council expects that the revised catchment arrangements affecting St Fergus' and St Mary's Primary Schools will lead to an increased sense of community as all children living in Ferguslie will have the opportunity to attend their local denominational primary school. It also

expects that the proposal will not adversely affect the educational experience of children in St Fergus' Primary School. The proposal has the potential to increase the sense of community and at least maintain the standard of education in the Ferguslie area. Should the proposal go ahead, there will be little impact on the children of St Mary's Primary School. The council has provided assurances that, if the proposal goes ahead, all children attending St Mary's Primary School will be entitled to continue to attend that school. The council has stated that those pupils, currently entitled to free school transport and wishing to remain in St Mary's Primary School, will continue to have an entitlement to free school transport. The proposal will assist in the planned longer-term review of Renfrewshire Council's school estate.

3.5 Parish Priests are in favour of both parts of the proposal. They think that having a new school and revised catchment areas will benefit the wider communities.

3.6 Children, most parents and almost all staff of St Fergus' Primary School, who met with HM Inspectors, were in favour of the proposed new build and the revised catchment area. Children felt that new facilities will help them to learn better and that new outdoor spaces will mean they can be more active during break and lunchtimes. Parents felt that it is an opportunity to improve the community and encourage more people to come to the area. A few parents would like to see the current building refurbished. Staff believed that the proposal will provide opportunities for increase collegiate planning and delivery, leading to better learning experiences for children.

3.7 Stakeholders associated with St Mary's Primary School had some concerns about the proposed changes to catchment areas. A few parents who attended the public meeting expressed some concern regarding the reduction in the size of the St Mary's Primary School catchment area. Most parents and almost all staff in St Mary's Primary School, who met with HM Inspectors, recognised that the council is trying to do the best for both schools but have concerns about the impact of a possible decline in roll on staffing levels in St Mary's Primary School. They are supportive of the continuing process of catchment review being undertaken by Renfrewshire Council. Children in St Mary's Primary School, who met with HM Inspectors, had some reservations about whether there will continue to be free transport from the old catchment area to St Mary's Primary School, for children who want to continue attending the school. The council should continue to reassure the children that transport will continue.

4. Summary

Renfrewshire Council's proposal to relocate St Fergus' Primary School to a new school building on an adjacent council owned site and review catchment areas affecting St Fergus' and St Mary's Primary Schools has a number of educational benefits for the children of St Fergus' Primary School and those who will attend in the future. These benefits mainly stem from access to improved accommodation leading to enhanced indoor and outdoor learning environments. Other children in Renfrewshire will also benefit from a best value approach which uses resources effectively. Children, parents and staff of St Mary's Primary School have raised some concerns about the review of catchment areas. They would also like continuing reassurance about free transport for children who decide to remain at St Mary's Primary School. The council needs to ensure that the final consultation report considers the views expressed by children, parents and staff, and takes reasonable account of their concerns.

**HM Inspectors
Education Scotland
December 2014**

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

**Heading: Education Scotland Inspection of Hugh Smiley Pre 5 Centre,
Paisley**

1. Summary

1.1. Hugh Smiley Pre 5 Centre in Paisley was inspected by Education Scotland, in November 2014, as part of a national sample of pre-five education. The letter to parents and quality indicator evaluations, published by Education Scotland on 6 January 2015 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 pre-five inspection was to evaluate the quality of education and care. Inspectors assessed the nursery, with a focus on five quality indicators which were: improvements in performance; children's experiences; meeting learning needs; the curriculum; and improvements through self-evaluation. The Care Inspectorate also graded the nursery in four areas. The quality of care and support; quality of environment; quality of staffing and quality of management and leadership.

1.3. This was a very positive inspection by Education Scotland and the letter to parents identified four key strengths of the nursery. These were:

- children who show a joy of learning in all of their playrooms;
- partnerships with parents, other professionals and the community who contribute to the excellent approaches to meeting children's learning needs and the quality of learning experiences;
- the quality of the whole staff team and their use of professional learning to provide high quality learning and teaching for all children; and
- the head of centre who has inspired success and made a difference to so many over a number of years.

- 1.4. The report identified one area for further improvement. This was to:
- continue with the priorities which have been identified within the current plans for improvement.
- 1.5 Education Scotland was confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, it will make no further visits in connection with this inspection.
- 1.6 Children's services has an agreed set of procedures for responding to inspection reports. The nursery and the service will prepare an action plan indicating how they will address the point for action in the report, and share this plan with parents. In addition, the centre will be supported in its improvement by quarterly monitoring visits by the link education officer. Within two years of the publication of the report children's services will inform parents of the progress made by the pre-five centre in addressing the main point for action.
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2 Recommendations

- 2.5 Members of the education policy board are asked to note the key strengths and the area for improvement in the Education Scotland report on Hugh Smiley Pre 5 Centre.
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3 Background

- 3.5 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.
- 3.6 The report includes one recommendation for improvement. This recommendation will be addressed through an action plan, produced by the pre-five centre and supported by children's services staff.
- 3.7 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.
- 3.8 Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire establishments. The inspection report will be used by the pre-5 centre and the service in the context of supporting and developing the quality of educational provision.
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Implications of this report

1. **Financial Implications**
None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People

- High 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

(a) None.

*Children's Services
TMcE/AK/RN/LG
20 February 2015*

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6 January 2015

Dear Parent/Carer

**Hugh Smiley Pre 5 Centre
Renfrewshire Council**

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

How well do children learn and achieve?

We found that Hugh Smiley is a very happy, nurturing environment in which your children feel safe, valued and are eager to learn. Babies have a very strong bond with the staff who work with them. They make their needs known and use their senses to explore interesting textures, sounds and pictures. Toddlers are gaining confidence and show determination in making their own choices. They use their senses to bake bread and explore mini-beasts under logs in the garden. Toddlers take pleasure in looking at and talking about in their own way, their photographs around the room and in their profiles. Children aged three to five are lively, purposeful and show the same determination to learn as the younger children. We saw that they choose to work in small groups with their friends and that they like the feeling of an adult close by. Children and staff work in partnership to plan and organise exciting activities. They record these in big books and on electronic personal learning plans which children demonstrated to us. All children have their own learning journeys which show what they want to learn next and we saw that you talk with staff about them. Explorations in the forest are helping children become resilient and able to demonstrate observational skills as they walk to and from their setting. Children like using their imagination to tell stories and solve problems. Many take part in extended role-play throughout the centre which is helping them cooperate and negotiate with their friends.

Children are making very good progress in all aspects of their learning. They take their place within their community through selling items in their Friday Shop. Children know how to walk to and use their local library and museum. We saw that children have a love of books and like to listen to or tell stories throughout their day. This is inspiring them to want to write in their own way and they have displayed their work beautifully all around the centre. Most children are very keen to talk to each other and to an audience. Staff are skilled in supporting children who are not yet confident or who are learning the words they need to express themselves. Children often choose games and puzzles involving number and simple problems. Most count with enthusiasm and have fun with number lines. Children concentrate very well when exploring sand and water. They use the right words to sort tools and talk about size. We saw that the observational skills children have are benefiting their art work. A focus on the works of Monet is encouraging children to demonstrate different techniques to represent the same picture. The attractive café is a great place for children to talk about health and wellbeing. They described to us which foods are good to eat and how to keep clean and healthy.

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

All adults who work in Hugh Smiley share the same values and demonstrate a deep understanding of children as individuals. Children who need extra help are guided by support staff who are determined to ensure they are as independent as they can be and take part in all of the activities. The head of centre ensures that children and their families have access to any outside professional who can provide support. Children under three are supported by staff who are in tune with their needs and recognise every step of success. We recognise that you are very much involved in working with staff to ensure your child's wellbeing and learning needs are met. Staff who work with children over three are also skilled in ensuring every child makes progress. Staff plan learning which meets children's emotional, social and learning needs effectively. They review children's progress continuously to ensure they challenge children enough. The collective work of staff, parents and outside professionals to respond to and meet the learning needs of all children in Hugh Smiley is outstanding.

Staff provide a curriculum which best fits the needs of every child. All of the playrooms are beautifully presented and inspire children to want to learn. Younger children benefit from experiences which enable them to communicate, be curious, creative whilst ensuring their wellbeing. We saw that 'Rhyme Time,' stories and conversation with staff is key to promoting communication skills. Children over three are learning through rich experiences planned using Curriculum for Excellence. Staff pay particular attention to health and wellbeing to ensure children are able to learn. An approach, using characters for each key area of learning, is helping children to understand the different skills they are developing. Literacy and numeracy are embedded consistently well across all of the experiences staff provide. Partnerships within the local area are enhancing learning. Children and staff are on track to reach their first green flag for their work on sustainability. We saw how many of you are involved in this to help make it a success.

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

Staff continuously improve the quality of their work and recognise that each child brings something new to the setting. Their strong values underpin everything they do. They understand that you, as parents, are crucial to making Hugh Smiley a success for all of your children. The head of centre is a strong leader who, over the years, has created a setting which families recommend to other families. So many of you came to tell us how important Hugh Smiley is to your family and the difference it has made and continues to make. The depute head of centre has a key role in supporting children and staff and she does this very well. Other promoted staff lead with enthusiasm and ensure the playrooms run effectively. Playroom staff are experienced and committed. They too show a determination to offer children the very best. Together the staff team are reflective and supportive of each other. Their approaches to evaluating their own work have become more focused. The levels and extent of professional learning amongst the staff is commendable. Children are benefiting from their knowledge and understanding of the best learning. In continuing to work with you and build on its strengths, Hugh Smiley has a strong capacity to sustain continuous improvement and share their success with others.

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations.

Our inspection of your early learning and childcare setting found the following key strengths.

- Children who show a joy of learning in all of their playrooms.
- Partnerships with parents, other professionals and the community who contribute to the excellent approaches to meeting children's learning needs and the quality of learning experiences.
- The quality of the whole staff team and their use of professional learning to provide high quality learning and teaching for all children.
- The head of centre who has inspired success and made a difference to so many over a number of years.

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

- Continue with the priorities which have been identified within the current plans for improvement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the early learning and childcare setting's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. These are the approaches to working with families using the 600 hours and the Friday Shop. As a result we will work with the early learning and childcare setting and local authority in order to record and share more widely the innovative practice.

Shona E S Taylor
HM Inspector

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Care Inspector

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

The Care Inspectorate publishes quality grades to better inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure our inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are the evaluations for **Hugh Smiley Pre 5 Centre**

Improvements in performance	very good
Childrens' experiences	very good
Meeting learning needs	excellent

We also evaluated the following aspects of work of the pre-5 centre

The curriculum	very good
Improvement through self-evaluation	very good

Here are the Care Inspectorate's gradings for Hugh Smiley Pre-five Centre

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

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Education Scotland Inspection of Foxlea Pre 5 Centre,
Paisley

1. Summary

- 1.1. Foxlea Pre 5 Centre in Paisley was inspected by Education Scotland, in November 2014, as part of a national sample of pre-five education. The letter to parents and quality indicator evaluations, published by Education Scotland on 6 January 2015 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 pre-five inspection was to evaluate the quality of education and care. Inspectors assessed the nursery, with a focus on five quality indicators which were: improvements in performance; childrens' experiences; meeting learning needs; the curriculum; and improvements through self-evaluation. The Care Inspectorate also graded the nursery in four areas. The quality of care and support; quality of environment; quality of staffing and quality of management and leadership.
- 1.3. The letter to parents following the inspection by Education Scotland identified two key strengths of the nursery. These were:
- friendly and motivated children who are keen to learn; and
 - commitment and drive of the senior management team to work with staff to improve learning experiences for children.
- 1.4. The report identified four areas for further improvement. These were to:
- improve teamwork and develop a shared vision for improvement;
 - improve the curriculum to ensure all children receive their entitlement to a broad general education;
 - improve opportunities for children to develop their early mathematical skills; and
 - establish effective and robust approaches to self-evaluation.

- 1.5 As a result of the inspection findings Education Scotland concluded that Foxlea Pre-Five Centre needs additional support and more time to make necessary improvements. The area lead officer will discuss the most appropriate support in order to build capacity for improvement, and Education Scotland will maintain contact to monitor progress. A progress report will be submitted to Education Scotland who will return to carry out a further inspection within 18 months of the publication of the letter to parents. It will then issue another letter to parents on the extent to which the early education and childcare setting has improved. This letter will be submitted to the education policy board.
 - 1.6 Children's services has an agreed set of procedures for responding to inspection reports. The nursery and the service has developed an action plan indicating how it is addressing the points for action in the report. In addition, the centre is being supported in its improvement by weekly monitoring visits by the link education officer.
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2. Recommendations

- 2.1. Members of the education policy board are asked to note the key strengths and the areas for improvement in the Education Scotland report on Foxlea 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 four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the nursery and supported by children's services staff.
- 3.3. Prior to the inspection taking place, the service had undertaken a review of Foxlea Pre-Five centre and had already begun to support the centre in its improvement. As a result of the review an acting head of centre was appointed to take forward the action plan for improvement.
- 3.4. Since the inspection the authority has put in place a number of measures to support improvement at Foxlea Pre-Five Centre, including the head of centre returning from a secondment and weekly support from the link education officer and link manager. Progress on the action plan is being monitored by children's services staff on a weekly basis. When Education Scotland returns to the centre, the report will be submitted to the education policy board.
- 3.5. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire establishments. The inspection report will be used by the pre-five centre 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

(a) None.

*Children's Services
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18 February 2015*

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6 January 2015

Dear Parent/Carer

**Foxlea Pre 5 Centre
Renfrewshire Council**

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

How well do children learn and achieve?

Across the playrooms, children are friendly and sociable. Most are beginning to form friendships and have positive relationships with adults and other children. Babies and toddlers are supported well by staff to explore and investigate their environment. They have fun and enjoy taking part in experiences such as crawling and tasting new foods. Toddlers are beginning to develop their independence and are encouraged to make some choices, for example which songs to sing. Children aged three to five are motivated to take part in the increased range of activities and play experiences on offer. There have been extensive recent changes to the learning environment that are encouraging children to make more decisions about what they want to learn. When these experiences are sufficiently interesting, the majority of children are able to sustain their concentration well. It is important that children are consistently well supervised as they become more confident and independent moving between playrooms and accessing the toilet area. Children like to be able to use their imagination when playing in the home area or in the new mud kitchen outdoors. A few children enjoyed making a fruit salad together and talking about healthy eating.

Learning profiles have been recently introduced and children show interest in looking at photographs and talking about their learning when given the opportunity to do so. At times, children were unnecessarily interrupted or directed in their play causing them to lose interest. Staff need to be more responsive to children's experiences and interests. Floor books have been recently introduced to help capture views and plan learning but these are at early stage of development. Children would benefit from having opportunities to be responsible for helping with nursery routines, for example at snack.

Children aged three to five are making appropriate progress developing early language skills. Most children take part in conversations with adults and other children. They enjoy listening to stories and a few older children will talk about authors and illustrators. Recent changes to routine, to help children to develop their early writing skills by inviting them to sign in on arrival, is generating an interest in letters. Children will benefit from increasing these meaningful opportunities to develop their early writing skills through all aspects of their play. The majority of older children can count and recognise numbers well. However, children's progress in early mathematics is too limited. Staff need to provide experiences of early mathematics in real-life settings to help children make better progress. Children enjoy exploring in the outdoor area that provides them with a wider range of experiences across a range of curriculum areas.

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

Staff are not yet meeting the learning and development needs of all children well enough. Most staff know children and families and are kind and caring. Those working with children under three plan an appropriate range of learning experiences. Care plans for the youngest children contain detailed information about children based on information from parents and staff observations. Across the nursery, staff need to improve the quality of interaction and questioning to help support and extend children in their learning. Staff working with older children have recently introduced a more focused way of planning learning. This is at an early stage of development. Overall, the pace of curriculum change is too slow and does not provide children with sufficient breadth, depth or progression in their learning. A few children would benefit from greater levels of challenge in order to better meet their learning needs. Parent volunteers help in the playrooms and staff value their contributions. A few parents who spoke to us during the inspection would like more information about their own child's progress. They also told us they appreciated the recent curriculum evening that helped develop a better understanding of Curriculum for Excellence. Staff work appropriately with other agencies to provide support for children needing additional help in their learning. The home link worker provides valuable advice and support for families. There is a well organised plan to support children's pastoral needs for children starting nursery with home visits being offered as a starting point. Arrangements to move children into new playrooms are based on individual needs and phased accordingly. There is a programme of transition events for children moving to P1 that helps them feel confident. It will be important that information shared also helps build on children's prior learning.

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

The recently appointed acting head and senior management team have a clear understanding about the current strengths and needs of the service and have worked hard in a short time to address some of the areas needing attention to help children engage more fully in their learning experiences. A few parents felt communication could be improved as not everyone was able to access the website or always got a copy of the newsletter. The senior management team are aware that there is scope to improve communication and have plans to introduce more home learning links with parents. The new parent committee are keen to support the nursery and build on previous successful fundraising activities. There is scope to develop and expand the role of all partners to help inform and improve the service.

Staff reflected well during the inspection and are aware that a strong focus on developing effective teamwork will be the key to taking forward the improvements needed to ensure children learn and achieve better. The local authority have worked well to support the setting by establishing a leadership team. It is too early to say if these changes will have enough impact. They rightly recognise the importance of achieving stability in staffing and a more effective structure in place to provide clear direction and strong leadership.

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection there are three requirements and seven recommendations.

Our inspection of your early learning and childcare setting found the following key strengths:

- Friendly and motivated children who are keen to learn.
- Commitment and drive of the senior management team to work with staff to improve learning experiences for children.

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

- Improve teamwork and develop a shared vision for improvement.
- Improve the curriculum to ensure all children receive their entitlement to a broad general education.
- Improve opportunities for children to develop their early mathematical skills.
- Establish effective and robust approaches to self-evaluation.

What happens at the end of the inspection?

As a result of our inspection findings we think that the early learning and childcare setting needs additional support and more time to make necessary improvements. Our Area Lead Officer and Lead Officer Early Education along with the local authority will discuss the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will ask for a progress report from the authority six months after publication to determine progress and decide if an earlier inspection is needed. Otherwise, we will return to carry out a further inspection within 18 months of publication of this letter. We will then issue another letter to parents on the extent to which the early education and childcare setting has improved.

Mary Ann Hagan
HM Inspector

Karen Irvine
Care Inspector

HM Inspectorate of Education
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Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre(2)*¹. Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

The Care Inspectorate publishes quality grades to better inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure our inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are the evaluations for **Foxlea Pre 5 Centre**

Improvements in performance	weak
Childrens' experiences	satisfactory
Meeting learning needs	satisfactory

We also evaluated the following aspects of work of the pre-5 centre

The curriculum	weak
Improvement through self-evaluation	weak

Here are the Care Inspectorate's gradings for **Foxlea Pre 5 Centre**

Quality of care and support	adequate
Quality of environment	weak
Quality of staffing	weak
Quality of management and leadership	weak

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Engaging with Parents (Reporting on Pupil Progress)

1. Summary

- 1.1. "Building the Curriculum 5" (2011) provides guidance for all teaching staff on the main areas of the assessment strategy for Curriculum for Excellence.
 - 1.2. It sets out key messages about principles of assessment, standards and expectations, ensuring consistency, CPD and support, reporting to parents, informing self-evaluation for improvement and monitoring standards over time.
 - 1.3. A cross sectoral working group has been set up within Renfrewshire Council to take forward the reporting to parents aspect of "Building the Curriculum 5" (2011).
 - 1.4. An action plan has been developed to support the work of the group.
-

2. Recommendations

- 2.1. The education policy board is asked to:
 - note the work of this group;
 - agree the action plan set out in the attached appendix.
-

3. Background

- 3.1. There has been much work carried out nationally with regard to improving the way in which education establishments engage with parents. One area in particular which has been a focus for Education Scotland has been the way we report progress on children's learning to parents.

“Reporting comprises a range of activities including, for instance, written reports, children presenting their learning to parents, parents’ consultation meetings and on-going oral discussions. Staff should ensure that learners are involved in reporting activities in order to promote learners’ ownership of their learning. These on-going reporting activities are closely linked to learners’ reflection and dialogue about progress.”

(Curriculum for Excellence, Building the Curriculum 5, a framework for assessment: recognising achievement, profiling and reporting, The Scottish Government, 2011, P3)

3.2. The key purpose of reporting is **to support and improve learning.**

Reporting processes provide -

- *parents with regular information about their child's strengths and development needs;*
- *an opportunity for learners to lead and/or take part in discussions about their progress;*
- *an opportunity for parents to discuss progress in different aspects of learning with their children;*
- *an opportunity for parents and learners to give their views on progress in learning;*
- *an opportunity for staff to help parents understand how they can support their children to further develop their learning.*

(Adapted from Curriculum for Excellence, Building the Curriculum 5, a framework for assessment: recognising achievement, profiling and reporting, The Scottish Government, 2011, P13)

3.3. Parents have been consulted on a national level through the National Parent Forum of Scotland in partnership with Education Scotland to give particular consideration to the needs and views of parents. From the consultation process the group submitted recommendations through the “Sharing Learning, Sharing Assessment - Report for Parents” leaflet (August 2014).

“Parents are looking for reports that give a clear, rounded, personalised summary of their child’s learning and progress. They want good quality conversations with teachers that feel personal and specific to their child. The paperwork needs to support this rather than becoming an end in itself. Report card formats and other arrangements for reporting should avoid jargon and “tick box” approaches such as covering each and every Experience and Outcome.”

(Curriculum for Excellence Working Group on Tackling Bureaucracy, 2013)

“If parents are to support learning, they need to be seen as part of the assessment process, being supported to talk to their child about their learning and next steps. They can be an active partner in helping the teacher and their child improve:

- *parents have a right to know how their child is being assessed and also how they are performing;*
- *schools should share any key points/times during the year where more formal assessment is planned;*
- *parents and schools need to shift the focus to discuss next steps in learning, who needs to do what and what success will look like; and*

- *annual reporting should be short and include how parents can help their child's learning. It does not need to repeat information that is available elsewhere or has been shared with parents through other means."*

(Sharing Learning , Sharing Assessment – Report for Parents , the National Parent Forum of Scotland, 2014)

4. Local Authority Working Group and Action Plan

- 4.1. A cross sectoral working group was set up in September 2014. This group continues to engage in a professional learning opportunity to develop their own skills in operating at a more strategic level.
- 4.2. The purpose of the group is to develop a strategy across the council and provide guidance for all establishments in regard to engaging parents in their child's learning.
- 4.3. The main objective is **to improve and raise attainment and achievement of ALL learners by:**
- *implementing change with respect to the current reporting on progress process through collaboration with staff, pupils and parents;*
 - *promoting a sustainable approach in engaging with parents to benefit the experience of learners;*
 - *engaging all parents in their child's educational experience and development with a focus on closing the poverty attainment gap;*
 - *sharing progress in learning in an ongoing and meaningful way; and*
 - *ensuring that all children and young people have the skills to lead and engage in dialogue that will support their progress in learning.*
- 4.4. Progress to date includes:
- consultation and audit of current practice across the authority which evidenced innovative approaches and confirmed the need for change in order to achieve a more effective and consistent approach;
 - input from Education Scotland and J. McLachlan from the National Parent Forum of Scotland; and
 - an action planning session using the implemento tool to support the group identify objectives, next steps and risk management of future work/ project.
 - an action plan has been developed to support the work of the group and is set out in appendix 1.

Implications of this report

- 1. Financial Implications**
Professional learning costs will be met from within existing resources.
- 2. HR and Organisational Development Implications**
None

3. Community Plan/Council Plan Implications

- Children and Young People
- Parents engagement in their children's learning will have a positive impact on the reporting process in a meaningful way and teacher support will ensure high quality learning and teaching of all our children and young people across Renfrewshire.

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

Reporting systems e.g SEEMIS will be explored to ensure that reporting processes are fit for purpose and meet the needs of children, young people and parents across all establishments in Renfrewshire.

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) Background Paper 1: Curriculum for Excellence, Building the Curriculum 5, a framework for assessment: recognising achievement, profiling and reporting, The Scottish Government, 2011.
- (b) Background Paper 2: Curriculum for Excellence Working Group on Tackling Bureaucracy, 2013.

- (c) Background Paper 3: Sharing Learning, Sharing Assessment – Report for Parents , the National Parent Forum of Scotland, 2014.
-

Children's Services
LMcA/GMcK/RN/LG
19 February 2015

Author: Laura McAllister, Education Manager (Curriculum and Early Years) ,
laura.mcallister@renfrewshire.gov.uk



Children's Services

Engaging with Parents (Reporting on Pupil Progress)

Action Plan

March 2015

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact/Outcomes
<p>Create authority guidance (minimum requirements & exemplification) on sharing pupil progress in their learning with parents which:</p> <ul style="list-style-type: none"> • shares examples of best practice in relation to engaging with parents (parental meetings, sharing the learning sessions, written communications re progress) • states minimum engagement requirements based on current national advice, including opportunities for discussion of progress (eg number of interactions & nature of communications) • illustrates appropriate content and provides exemplification of format for written reports • illustrates appropriate content/format for parental engagement activities 	<p>Group</p>	<p>By Dec 2015</p>	<p>Time for meetings / development.</p>	<p>Establishments across the Authority take a consistent approach when engaging with parents about their child's learning and progress. Staff across the authority share a common understanding of and engage in wide ranging opportunities to share learning & progress.</p> <p>The engagement activities used by establishments provide parents with a clear understanding of their child's progress and next steps in their learning.</p> <p>Learners across the Authority lead & engage in discussions with staff and parents about their learning & progress.</p> <p>Parents are actively involved in their child's learning.</p>

Engage with parents on a local level to ensure active partnership working.	Group / Management Information Officer	Ongoing	A reporting format which is fit for purpose is consistently used across establishments.
Engage with pupils on a local level to ensure active partnership working.	Group	Ongoing	Parents have clear expectations regarding the type and frequency of engagement from establishments. Children & young people have clear expectations regarding the type and frequency of engagement from establishments and understand how to fulfil their role in the process.
Engage with Heads of establishments to share the vision of the group & begin to develop mindsets.	Education Manager	By end Feb 2015	Heads take a proactive role in developing practice in their establishments.
Form subgroups to agree & progress tasks within the Action Plan taking account of sectoral context.	Group	By end Feb 2015	All establishments can effectively adapt their practice in line with the guidance within existing resources.

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Home To School Transport – Eligibility List Update

1. Summary

1.1. Education and leisure services' home to school transport policy was approved by education policy board on 9 May 2013.

1.2. This policy document included a "transport eligibility address list" which identified which addresses would be entitled to free school transport.

- This list needs to be amended as a result of the construction of the new St James' Primary School in Renfrew

2. Recommendations

2.1. The education policy board is asked to:

- note that in certain circumstances (eg construction of a new school building), there will be a requirement to adjust the "Transport Eligibility Address List" to reflect the relevant additions and removals of postal addresses;
- agree the amended "transport eligibility list" is published on the website;
- agree that those pupils currently receiving free school transport, but that are no longer entitled because of the change in the "transport eligibility list", will continue to do so while they attend the school. Siblings of these pupils would only be provided transport in instances where the pupil enrolls in the school at a time when their sibling still attends the school and this would continue for the pupil until he/she leaves the school.
- note that the new list will be effective for all other new enrolments or pupils from the start of school term in August 2015; and

- agree that where future updates are required to the “Transport Eligibility Address List” these will be established by measuring distance using the Council’s geographic information system (GIS) tools and Ordnance Survey large scale digital mapping in line with current policy. This list will be updated and maintained accordingly by the department.

3. Background

- 3.1. Education and leisure services’ home to school transport policy was approved by the education policy board on 9 May 2013.
- 3.2. This policy document included a “transport eligibility address list” which identified which addresses would be entitled to free school transport.
- 3.3. The list was published on the council website making it easier for members of the public to establish eligibility for mainstream home to school free transport.
- 3.4. However, the revised transport policy did not make provision to amend the transport eligibility address list in circumstances where the postal address of the school changed.
- 3.5. In August 2014 St James’ Primary School in Renfrew relocated to a new building adjacent to the old school site. The impact of this school relocation is that some addresses, which qualified for free school transport, no longer do and some addresses, which did not qualify for free school transport, now do.
- 3.6. This situation has generated a requirement to amend the transport eligibility address list.

Implications of this report

- 1. Financial Implications**
None.
- 2. HR and Organisational Development Implications**
None.
- 3. Community Plan/Council Plan Implications**
None.
- 4. Legal Implications**
None.
- 5. Property/Assets Implications**
None.
- 6. Information Technology Implications**
None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

(a) Background Paper 1: Home to School Transport Policy – May 2013

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Alison Gallagher, Resources Manager, 0141 618 7240)

*Children's Services
IT/AG/RN/LG/MD
19 February 2015*

Author: Alison Gallagher, Resources Manager, tel: 0141 618 7240

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Distribution of funding to support services for children and families - out-of-school care support 2015/16

1. Summary

- 1.1. Renfrewshire Council continues to support and develop out-of-school care services through grant assistance to independent organisations.
 - 1.2. A separate report submitted on 5 March 2015 to this education policy board entitled 'Distribution of Funding to Support Services for Children and Families – funding allocation for 2015/16' recommends the allocation of £219,800 to support out-of-school care services during the financial year 2015/16.
 - 1.3. The funding assistance made available from this allocation for out-of-school care services is used to support individual out-of-school care providers and play scheme services during the spring and summer holiday periods for children with additional support needs as detailed in appendix 1 of this report.
 - 1.4. This report provides details of applications and makes recommendations for resource allocation for out-of-school care services and play schemes for children with additional support needs during financial year 2015/16.
-

2. Recommendations

- 2.1 The education policy board is asked to:
 - (i) note the funding previously committed to Capability Scotland to deliver holiday playschemes as outlined in paragraphs 4.1 and 4.2 of this report;
 - (ii) agree the proposals for the allocation of resources as detailed in appendix 1 and 2 attached to this report; and
 - (iii) agree that the current points value of £200 for awarding grant assistance should be retained.

3. Background

- 3.1. Renfrewshire Council has been committed to supporting out-of-school care provision for many years. The current number of out-of-school care places is 1228.
- 3.2. On 6 March 2014, the education policy board approved the allocation of £209,800 of grant funding to support out-of-school care providers during financial year 2014/15. On 6 November 2014 the education policy board approved the allocation of funds to groups who applied during the financial year. The level of grant allocation was agreed in line with the criteria set for allocating grant funding.
- 3.3. The criteria agreed for disbursement of the resources continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed by the education policy board on an annual basis. The current point value is £200 per point as recommended in 2.1 (ii) of this report.

4. Allocation of Resources 2015/16

Capability Scotland

- 4.1. Capability Scotland has delivered holiday playschemes on behalf of Renfrewshire Council for children with additional support needs for a number of years. On 13 November 2013 the procurement sub-committee approved the award of the contract to Capability Scotland from 1 January 2014 for a period of 3 years plus up to a maximum extension period of 2 years.
- 4.2. An allocation of £130,000 for the provision of holiday playschemes by Capability Scotland has previously been committed which includes the contract value of £114,921 as specified in the contract award, and additional costs of £15,079 for transport and school lets, the latter amount will be paid by children's services direct to the relevant council services.

Other Funding

- 4.3. A total of 34 out-of-school care groups have applied for funding. Appendix 2 attached to this report outlines the overall proposed funding allocations to out-of-school care groups for financial year 2015/16 on the basis of the criteria and related points applied to each group. All applications being presented for approval have been subject to satisfactory financial checks and officer reports. Applying the criteria for disbursing funding to the recommended out-of-school care groups will result in an allocation of £71,038 for 2015/16.
- 4.4. In previous years a separate allocation of £10,000 has been made to support the provision of out-of-school care to children attending the two nurseries operated by Childcare First Limited as these nurseries provide a service to residents living within the targeted data zone areas. It is proposed that the grant of £10,000 continues during 2015/16, as detailed in Appendix 1.

- 4.5. The West of Scotland Playscheme Advisory Forum (WOSPAF) supports out of school care groups across Renfrewshire by providing insurance cover, travel passes, annual handbooks, training and conferences. This service also acts in an advisory capacity keeping groups updated on new legislation and guidance in relation to out of school care provision. It is proposed that a grant of £2,000 is provided to the WOSPAF to continue its support to out of school care groups, keeping this in line with previous allocations. This is also shown in Appendix 1.
- 4.6. The proposals outlined in this section of the report, which includes the committed allocation to Capability Scotland through the contract agreement, will result in a total allocation of £213,038 being made for 2015/16, leaving £6,762 to be disbursed from the overall allocation of £219,800 for out-of-school care provision by the way of separate grants.
- 4.7. Grants under £1,500 will be approved by the director of children's services using delegated authority on the basis of the council's existing Scheme of Delegation Functions. Any award greater than £1,500 will be presented to future education policy boards for approval.

Implications of this report

1. Financial Implications

Funding for these proposals is contained within allocated resources.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People	- Ensuring the best start in life for children and young people.
Community Care, Health and Well-being	- Earlier intervention will lead to healthier outcomes for young children.
Empowering our Communities	- Children, young people and families will benefit from local services in the community
Jobs and the Economy	- Flexible and childcare placements will support parents back into and sustain employment, training or education.
Safer and Stronger	- The quality of community life is enhanced by supporting parents, children and young people.

4. Legal Implications

In accordance with the council's conditions of grant, where applicable, service level agreements will be entered into between Renfrewshire Council and all partner organisations in receipt of out of school care grant funding incorporating the Council's approved conditions of grant.

A contract has been entered into between Renfrewshire Council and Capability Scotland as noted in paragraphs 4.1 and 4.2 of this report.

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 there is no decrease to the level of funding or to the criteria for awarding funds therefore no diminution of service. Services comply with the Equality Act 2010.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

- All grant awards issued by the Council are subject to the Council's approved conditions of grant and to compliance with appropriate risk management procedures.
- Applicants receiving grants of over £5,000 are required to submit annual accounts produced by a competent independent person. There is also a requirement of each board member to submit personal undertakings for grants over this level.
- All organisations are required to be constituted and have an active bank account.
- Applicants require to submit accounts to the Council in order to satisfy the provisions within the Council's conditions of grant.
- All organisations require to submit a statement showing expenditure against the agreed purpose of the award.
- A financial statement is required prior to the release of each instalment of the award which is scrutinised by an appropriate officer.
- Recommendations are based on knowledge of each applicant group and their contribution to enhancing opportunities for residents of Renfrewshire.

11. Privacy Impact

Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.

List of Background Papers

- (a) Distribution of funding to support services for children and families – funding allocation for 2014/15, education policy board, 5 March 2015;
- (b) Distribution of funding to support services for children and families – funding allocation for 2014/15, education policy board, 6 November 2014;
- (c) Distribution of funding to support services for children and families – funding allocation for 2014/15, education policy board, 6 March 2014;

The foregoing background papers will be retained within ELS 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 Mary Gill, Partnership Support Officer. 0141 618 5684. mary.gill@renfrewshire.gsx.gov.uk

*Children's Services
MG/DG/KMcD/LG
20 February 2015*

Author: Mary Gill, Partner Support Officer – 0141 618 5684

Allocations of Funding

	£
Out of School Care	71,038
WOSPFAF	2,000
Childcare First Limited	10,000
Capability Scotland - funding committed and authorised	130,000
Residue for future allocation	6,762
Total	219,800

March 2015 **OUT-OF-SCHOOL CARE SUPPORT 2015/16**

Criteria										
Name of Group	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zones Area 5 points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places For New Provider	Holiday cover 1 point Per 8 Places	Use Schools or Community halls Term Time Only - 1 Point Year Round -2 Points	Points Accrued	Award Recommended £
3 Bears Nursery Limited (Linwood)	0	0	0	2	0	0	2	0	4	800
3 Bears Nursery Limited (Renfrew)	0	0	0	1.5	0	0	1.5	0	3	600
Bredland Out of School Care Limited	0	5	0	5	0	0	5	0	15	3,000
Cairlot Nursery Limited	0	0	0	7.5	0	0	5	0	12.5	2,500
Carl's Kindergarten Limited t/a CK's Childcare (Erskine)	0	0	1.25	3	0	0	3	-2	5.25	1,050
Carl's Kindergarten Limited t/a CK Childcare (Langbank)	0	0	0	3	6	0	0	-1	8	1,600
Chatterbox Childcare Limited	0	0	2.75	3.75	0	0	0	-1	5.5	1,100
Cherrie Day Care Nursery & Out of School Care	1	5	0	5	0	0	5	0	16	3,200
Child's Play Out of School Care Limited	0	0	1	3.75	0	0	3.75	-2	6.5	1,300
Crazy Capers Limited (Bushes)	0	5	2.5	5.5	0	0	5.5	-2	16.5	3,300

Criteria										
Name of Group	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zones Area 5 points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places For New Provider	Holiday cover 1 point Per 8 Places	Use Schools or Community halls Term Time Only -1 Point Year Round -2 Points	Points Accrued	Award Recommended £
Crazy Capers Limited (Langcraigs)	0	0	1.5	5	0	0	0	-1	5.5	1,100
Lorraine McGrath t/a Glencoats Out of School Care	0	5	0	4	0	0	4	-2	11	2,200
Insafehandschild care Limited.	0	0	0	7	0	0	7	0	14	2,800
Johnstone Out of School Service	1	0	1.75	5	0	0	5	-2	10.75	2,150
Kilbarhan Community Nursery	1	0	0	5	0	0	0	-1	5	1,000

Criteria

Name of Group	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zones Area 5 points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places For New Provider	Holiday cover 1 point Per 8 Places	Use Schools or Community halls Term Time Only - 1 Point Year Round -2 Points	Points Accrued	Award Recommended £
KLAS Care C.I.C (Partnership)	0	0	1.25	3.13	0	0	3.13	-2	5.51	1,102
Linwood Community Childcare	1	5	0	4.88	0	0	4.88	-2	13.76	2,752
Momags Kids Club Limited (Arkleston)	0	0	1.25	3.75	0	0	0	-1	4	800
Momags Kids Club Limited (Kirklandneuk)	0	5	2	3.75	0	0	3.75	-2	12.5	2,500
Angela Bradley t/a Oscars	0	5	0	4.38	0	0	4.38	-2	6.76	1,352
Paisley Out of School Care Limited	0	5	1.38	5.12	0	0	5.12	0	16.62	3,324
Primary Out of School Care	0	5	1.38	4.38	0	0	4.38	0	15.14	3,028
Ralston Primary Out of School Care	1	0	1.25	8.75	1.25	0	8.75	-2	19	3,800
Rascels (Renfrew After School Care – Essential Local Service SC10)	1	0	0	4.75	0	0	4.75	-2	8.5	1,700
Roin Limited (Lochfield)	0	0	1.13	4	0	0	0	-1	4.13	826
Roin Limited (Todholm)	0	0	2.13	6.25	0	0	2	-1	9.38	1,876

Criteria										
Name of Group	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zones Area 5 points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places For New Provider	Holiday cover 1 point Per 8 Places	Use Schools or Community halls Term Time Only - 1 Point Year Round -2 Points	Points Accrued	Award Recommended £
Christina Logue t/a Schools Out – (Bargarran)	0	0	1.5	5	0	0	5	-2	9.5	1,900
Christina Logue t/a Schools Out (Barsail Project)	0	0	1.88	5	0	0	5	-2	9.88	1,976

Criteria										
Name of Group	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zones Area 5 points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places For New Provider	Holiday cover 1 point Per 8 Places	Use Schools or Community halls Term Time Only - 1 Point Year Round -2 Points	Points Accrued	Award Recommended
Christina Logue t/a Schools Out (St. Anne's)	0	0	1.38	3.75	0	0	0	-1	4.13	826
Christina Logue t/a School Out – (Nazarene)	0	0	1.5	10	0	0	0	0	11.5	2,300
Petra Nichols t/a Williamsburgh Out of School Care (Steel Rings Centre)	0	5	0	7.5	0	0	7.5	0	20	4,000
Yvonne Cook Strawberry Field Nursery	0	0	3.38	7	0	0	7	0	17.38	3,476
Petra Nichols t/a Williamsburgh Out of School Care	0	5	0	5	0	0	0	-1	9	1,800
Woodlands Nursery Developments Limited	0	0	0	10	0	0	10	0	20	4,000
Totals OSC	6	55	32.16	172.39	7.25	0	122.39	-35	355.19	71,038
Points Value per point	£200									

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Distribution of funding to support services for children and families - pre-five voluntary sector grants 2015/16

1. Summary

- 1.1. Renfrewshire Council has maintained its commitment to supporting playgroups and parent and toddler groups in the pre five voluntary sector.
 - 1.2. An allocation of £10,000 to support the pre-five voluntary sector is proposed in the education policy board report 'Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2015/16' which is being presented to this policy board meeting. This allocation is in line with previous funding levels.
 - 1.3. The appendix to this report outlines the overall grant allocation of £8,850 to the pre-5 voluntary sector from the total allocation of £10,000. The sum of £1,150 remains to be disbursed and will be used to allocate funds to late applications and any new groups.
-

2. Recommendations

- 2.1. The education policy board is asked to approve the proposal for grant funding as detailed in the appendix attached to this report.
-

3. Background

- 3.1. The contribution of the voluntary sector to early years and childcare activities such as playgroups and parent and toddler groups is highly valued. The pre-five voluntary sector grant enables playgroups and toddler groups to contribute to the provision of quality services for children under five.

- 3.2. On 6 March 2014, the education policy board approved the allocation of £10,000 of grant funding to support individual pre-five voluntary sector providers during financial year 2014/15. Of this allocation, £6,000 was approved by the education policy board on 6 March 2014. The director of education and leisure services approved the allocation of £2,850 to groups who applied during the course of the financial year as follows:

Name and Group	Award
Lochwinnoch Playgroup	£750
Barshaw Toddler and Toddler Plus	£600
Tweedie Tots, Linwood	£500
Howwood Baby and Toddler Group	£500
Thumbs Up Thursday playgroup	£500

This left a balance of £1,150 for year 2014/15.

- 3.3. A separate report to this education policy board entitled 'Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2015/16' recommends the continued allocation of £10,000 to the pre-five voluntary sector to support individual pre-five voluntary sector providers during financial year 2015/16.
- 3.4. The applicants being presented for consideration in the appendix to this report for pre-five voluntary sector grants do not receive any other source of grant funding, such as pre-school education partnership funding.
- 3.5. Assessments have been carried out on each applicant to evaluate how the application meets the grant criteria detailed in paragraph 4, of this report, how it contributes to the community plan objectives and how it adds value to the current services.

4. Grant Criteria

- 4.1. The existing criteria for disbursing pre-five voluntary sector funding are as follows:

Each group must:

- be a voluntary organisation promoting and/or providing pre-five services;
- provide a flexible service which takes account of the needs of children, parents and local communities; and
- ensure that service provision is delivered within an equal opportunities context.

5. Applicants for Grant Assistance

- 5.1. Applicants presented for consideration for funding are detailed in the appendix attached to this report. The proposed allocations continue the support given during 2014/15.
- 5.2. All applicants being presented for funding meet the set criteria and have been subject to satisfactory financial checks and officer reports.

- 5.3. The proposals detailed in the appendix attached to this report result in a total allocation of £8,850 leaving the sum of £1,150 to be disbursed from the overall allocation of £10,000 for pre-five voluntary sector grants.
- 5.4. Grants under £1,500 will be approved by the director of children's services using delegated authority. Any award greater than £1,500 will be presented to future policy boards for approval.
-

Implications of this report

1. Financial Implications

Funding for these proposals is contained within allocated resources

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

- | | |
|---------------------------------------|--|
| Children and Young People | - Ensuring the best start in life for children and young people. |
| Community Care, Health and Well-being | - Earlier intervention will lead to healthier outcomes for children. |
| Empowering our Communities | - Local services will benefit children, young people and members of the community. |
| Safer and Stronger | - The quality of community life is enhanced by supporting parents and children. |

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 there is no change to the criteria for allocating funding and the proposed allocations continue the support given during 2014/15.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

- All organisations are required to submit a statement showing expenditure against agreed purpose of the award.
- Recommendations are made based on knowledge of each applicant group and their contribution to enhancing opportunities for residents of Renfrewshire.

11. Privacy Impact

Children's Services hold financial information on all groups.

List of Background Papers

- (a) Distribution of funding to support services for children and families-funding allocation for 2015/16, education policy board, 5 March 2015.
- (b) Distribution of funding to support services for children and families-funding allocation for 2014/15, education policy board, 6 March 2014.

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 Mary Gill, Partnership Support Officer, 0141 618 5684 mary.gill@renfrewshire.gsx.gov.uk

Children's Services
MG
20 February 2015

Author: Mary Gill, Partnership Support Officer – 0141 618 5684

Renfrewshire Council Children's Services
Distribution of funding support services for children and families - pre-five voluntary sector grants 2015/16

Pre-5 Voluntary Sector Grant Application 2015/16 Ref	Organisation	Purpose of Grant	2014/15 Award	Requested Award 2015/16	Recommendation Award 2015/16
P5-1	Howwood Playgroup	To cover general running costs.	£750	£1,000	£750
P5-2	Langbank Playgroup	To support with a support worker salary, SPPA insurance, hall rent and contribution towards a healthy snack. Trips and outings.	£750	£2,750	£750
P5-3	Langbank Under 3s	To support the ongoing running costs of the group, rent and SPPA Insurance including contribution to external trainer fee for physical activity sessions which continue to be very successful.	£500	£500	£500
P5-4	Lochwinnoch Playgroup	To support the activities of the group and general running cost.	£750	£1,000	£750
P5-5	Ralston Playgroup	To support running costs	£600	£600	£600
P5-6	Johnstone Castle Mother & Toddler	To support running costs	£600	£600	£600
P5-7	Tweedie Tots Toddler Group	To support with the cost of rent	£500	£500	£500
P5-8	St Columba Playgroup	To support with the cost of rent and heating.	£600	£750	£600
P5-9	Johnstone Teeny Tots	To support the cost of rent.	£700	£700	£700
P5-10	Barshaw Toddler and Toddler Plus	To support the cost of rent	£600	£600	£600
P5-11	Rowan Street Playgroup	To support the cost of rent	£750	£1,000	£750
P5-12	Barsail Playgroup	To support running costs	£750	£1,500	£750
P5-13	Thumbs Up Thursday	To support the cost of rent	£500	£500	£500
P5-14	Howwood Baby and Toddler	To support the cost of rent	£500	£500	£500
TOTAL			£8,850	£10,000	£8,850

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2015/16

1. Summary

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
- 1.2. The resource allocation available within the service's mainline budget is £872,241.
- 1.3. This report advises of the funding allocation to providers in the private and voluntary sector to assist the delivery of services for children and families.

2. Recommendations

- 2.1. The education policy board is asked to:
 - i. approve the resource allocation of £872,241 to support the delivery of services for young children and day care provision within Renfrewshire Council area as outlined in the appendix to this report; and
 - ii. note that specific allocations in relation to pre-school voluntary sector grants and out of school care funding are the subject of two separate reports to this education policy board.

3. Background

- 3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.

- 3.2. Working in partnership with providers from the private and voluntary sector has enabled the council to continue to support families with young children.
-

4. Proposals for the Allocation of Funding 2015/16

- 4.1 The appendix to this report details the proposed allocations to partner providers for 2015/16.
- 4.2. The specific allocations relating to pre-school voluntary sector and out of school care grants are included in separate reports to this education policy board.
- 4.3 In previous years, Linwood Community Childcare has been allocated £130,000 to provide places for children aged 0-3 years. An increase of £10,000 was approved for financial year 2014/15 for a one year period only. Their funding application for 2015/16 requested £140,000 however due to the funding available the allocations proposed for 2015/16 is £130,000.
- 4.4 The funding application from Home-Start Renfrewshire requested an increase in grant funding for 2015/16 from £45,200 to £64,248 to work with additional families (from a target of 35 to 50 families). Due to the grant funding available the level of grant proposed is £45,200.
-

Implications of this report

1. Financial Implications

Cost relating to the proposals in this report will be met from existing funding resources

2. HR and Organisational Development Implications

None

3. Community Plan/Council Plan Implications

- | | |
|---------------------------------------|---|
| Children and Young People | - Ensuring the best start in life for children and young people. |
| Community Care, Health and Well-being | - Earlier intervention will lead to healthier outcomes for young children. |
| Empowering our Communities | - Children, young people and families will benefit from local services in the community. |
| Jobs and Economy | - Flexible and childcare placements will support parents back into and sustain employment, training or education. |
| Safer and Stronger | - The quality of community life is enhanced by supporting parents, children and young people. |

4. Legal Implications

Service level agreements are entered into under the council's conditions of grant agreement between the council and each partner organisation in receipt of funding from the independent and voluntary sector.

For day care services payment is made upon receipt of valid invoices for services rendered.

5. Property/Assets Implications

None

6. Information Technology

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 there is no decrease to the level of funding being proposed therefore no diminution of service. Services comply with the Equality Act 2010.

8. Health and Safety

None

9. Procurement Implications

None

10. Risk Implications

- All grant awards are subject to compliance with appropriate risk management procedures.
- Applicants receiving grants of over £5000 are required to submit annual accounts produced by a competent independent person. Where the total offer of Grant is £25,000 or more the accounts must be reported on by a qualified accountant being an independent person eligible under the Companies Act 2006 for appointment as a company auditor or by complying with other safeguards as detailed in the council's conditions of grants.
- All organisations are required to submit a statement showing expenditure against agreed purpose of the award.
- A financial statement is required prior to the release of each instalment of the award which is scrutinised by an appropriate officer.
- Recommendations are made based on knowledge of each applicant group and their contribution to enhancing opportunities for residents of Renfrewshire.
- Applicants receiving payment through an invoice system deliver the service in advance of payment.

11. Privacy Impact

Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.

List of Background Papers

- (a) Distribution of funding to support services for children and families 2014/15, education policy board, 6 March 2014;
- (b) Revision of grant conditions for voluntary organisations, general management and finance policy board, 6 March 2012; and

The foregoing background papers will be retained within ELS 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 Mary Gill, Partnership Support Officer, Tel No: 0141 618 5684, email: mary.gill@renfrewshire.gsx.gov.uk

*Children's Services
MG/KMcD/LG
20 February 2015*

Author: Mary Gill, Partnership Support Officer – 0141 618 5684

Distribution of Funding to Support Services for Children and Families 2015/16

Service	Outcome	Funding Allocated 2014/15	Funding Proposed 2015/16	Comments
Renfrewshire Council Social Work Services- Early Years Teams (Formerly Family Matters Project)	Intensive support to families with children under 3 years.	£29,994	£29,994	Payment is made through an internal account
Home-Start Renfrewshire	Outreach service for families with children under 5 years	£45,200	£45,200	Grant payment will be phased over 4 quarters
Childcare First Ltd	Support to Hillview and Rainbow nurseries to support childcare for vulnerable children, and those living in areas of greatest deprivation	£292,997	£292,997	Grant payment will be phased over 4 quarters
Linwood Community Childcare	Provision of places for children aged 0-3 years in Linwood Community Childcare.	£140,000	£130,000	Grant payment will be phased over 4 quarters
Cherrie Day Care Nursery & Out of School Care	Support to residents from designated data zones in the Moorpark and Renfrew area.	£14,000	£14,000	Grant payment will be phased over 4 quarters
Renfrewshire Early Years Forum for Voluntary Sector	Voluntary sector forum supporting playgroups/ voluntary projects	£14,000	£14,000	Grant payment will be phased over 4 quarters
Pre-5 Voluntary Sector Grants	Support to individual pre-5 voluntary sector providers.	£10,000	£10,000	Payment will be issued following grant application. The grant allocation is contained within a separate report to the education policy board on 05 March 2015.
Out of School Care Services	Support to out of school care services in the independent sector.	£209,800	£219,800	Payment will be issued following grant application. The grant allocations will be contained within a separate report to the education policy board on 05 March 2015.
Day Care Service	Contract for the support the provision of day care placements for families with very young children.	£116,250	£116,250	Any payment shall be made through an invoice system for day carers and usual funding arrangement to providers delivering early learning and childcare.
	Total	£ 872,241	£872,241	

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: School Holiday Arrangements School Session 2016 - 2017

1. Summary

- 1.1. The education policy board is asked to determine the pattern of school holiday arrangements for the school session beginning August 2016.
 - 1.2. In line with consultation arrangements, three possible proposals were circulated to staff, parent councils, pupil councils, teaching and other trade unions for consideration.
 - 1.3. The outcome of this consultation exercise is attached as appendix 5 to this report.
 - 1.4. The school holiday proposal preferred by the majority of consultees is detailed in appendix 1 to this report with appendices 2, 3 and 4 showing the holiday patterns less favoured.
-

2. Recommendations

- 2.1. Members of the education policy board are asked to authorise the director of children's services to set school holiday arrangements for academic year 2016/2017 in line with appendix 1 to this report.
-

3. Background

- 3.1. Each year the education policy board is asked to determine a framework for school holiday arrangements for the session beginning in August of the following year.
- 3.2. Consultation has taken place with teaching and other unions, parent councils, pupil councils, head teachers and staff on four possible proposals. The preferred proposal is attached as appendix 1 to this report.

- 3.3. The recommended arrangements attached are the best match possible to those being considered by neighbouring councils given the varying fair holiday arrangements.
 - 3.4. The proposed patterns meet, where possible, the majority of the desirable features which are:
 - aligning the dates of major holidays with those of neighbouring councils;
 - providing a two week break at Christmas, including Christmas eve;
 - providing a mid-term break in February; and
 - providing a two week school holiday in spring.
-

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
None.
3. **Community Plan/Council Plan Implications**
None.
4. **Legal Implications**
None.
5. **Property/Assets Implications**
None.
6. **Information Technology Implications**
None.
7. **Equality and Human Rights Implications**

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

8. **Health and Safety Implications**
None.
9. **Procurement Implications**
None.
10. **Risk Implications**
None.

11. Privacy Impact
None.

List of Background Papers

- (a) Background Paper 1: Proposed School Holiday Arrangements – 2015/2016.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Alison Gallagher, Resources Manager, 0141 618 7240, alison.gallagher@renfrewshire.gov.uk)

Children's Services
AG/LG
20 February 2015

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

Renfrewshire Council				
			2 in-service days on return in August	
			1 Day St Andrews Day	
Proposed School Holiday Arrangements			Finish 20 December 2016	
		2016/2017	2 Day February Break	
		Option A	Finish 28 June 2017	
			Inservice days before holidays	
Term	Break	Dates of Attendance		Working Days Teachers
First		In-Service Day	Thursday 11 August 2016 (IS)	
		In-Service Day	Friday 12 August 2016 (IS)	
		Schools Re-Open	Monday 15 August 2016	
	Local Holiday/Closed	Schools Closed	Friday 23 September 2016	
		Schools Re-Open	Tuesday 27 September 2016	
	Mid Term	In-Service Day	Friday 14 October 2016 (IS)	
	Schools Closed	Monday 17 October 2016		
	Schools Re-Open	Monday 24 October 2016		
	St Andrew's Day	Schools Closed	Wednesday 30 November 2016	
		Schools Re-open	Thursday 1 December 2016	
	Christmas	Schools Closed	Wednesday 21 December 2016	86
Second		Schools Re-Open	Thursday 5 January 2017	
	Mid-Term	In-Service Day	Friday 10 February 2017 (IS)	
		Schools Closed	Monday 13 February 2017	
		Schools Re-Open	Wednesday 15 February 2017	
	Spring	Schools Closed	Thursday 31 March 2017	
		Schools Re-Open	Monday 17 April 2017	69
Third	May Day	Schools Closed	Monday 1 May 2017	
		Schools Re-Open	Tuesday 2 May 2017	
	Local Holiday/Closed	In-Service Day	Thursday 25 May 2017 (IS)	
		Schools Closed	Friday 26 May 2017	
		Schools Re-Open	Tuesday 30 May 2017	
		Last day of session	Wednesday 28 June 2017	
		Schools Closed	Thursday 29 June 2017	40
				195
Teachers Return -	Friday 11 August 2017			
(IS) - In-Service Day				
In-Service Days	(Only Staff Attend on these days - No Pupils)			
	Thursday	11/08/16		
	Friday	12/08/16		
	Friday	14/10/16		
	Friday	10/02/17		
	Thursday	25/05/17		

Renfrewshire Council				
			1 in-service day on return in August	
			1 Day St Andrews Day	
Proposed School Holiday Arrangements			Finish 20 December 2016	
		2016/2017	2 Day February Break	
			Finish 28 June 2017	
		Option C	Inservice days after holidays	
Term	Break	Dates of Attendance		Working Days Teachers
First		In-Service Day Schools Re-Open	Thursday 11 August 2016 (IS) Friday 12 August 2016	
	Local Holiday/Closed	Schools Closed Schools Re-Open	Friday 23 September 2016 Tuesday 27 September 2016	
	Mid Term	Schools Closed In-Service Day Schools Re-Open	Monday 17 October 2016 Monday 24 October 2016 Tuesday 25 October 2016	
	St Andrew's Day	Schools Closed Schools Re-open	Wednesday 30 November 2016 Thursday 1 December 2016	
	Christmas	Schools Closed	Wednesday 21 December 2016	86
	Second		Schools Re-Open	Thursday 5 January 2017
Mid-Term		Schools Closed In-Service Day Schools Re-Open	Monday 13 February 2017 Wednesday 15 February 2017 (IS) Thursday 16 February 2017	
Spring		Schools Closed In-Service Day Schools Re-Open	Thursday 31 March 2017 Monday 17 April 2017 (IS) Tuesday 18 April 2017	69
Third	May Day	Schools Closed Schools Re-Open	Monday 1 May 2017 Tuesday 2 May 2017	
	Local Holiday/Closed	In-Service Day Schools Closed Schools Re-Open	Thursday 25 May 2017 (IS) Friday 26 May 2017 Tuesday 30 May 2017	
		Last day of session Schools Closed	Wednesday 28 June 2017 Thursday 29 June 2017	40
			195	
Teachers Return -	Friday 11 August 2017			
(IS) - In-Service Day				
In-Service Days	(Only Staff Attend on these days - No Pupils)			
	Thursday	11/08/16		
	Monday	24/10/16		
	Wednesday	15/02/17		
	Monday	17/04/17		
	Thursday	25/05/17		

Renfrewshire Council				
			2 in-service days on return in August	
			Finish 20 December 2016	
Proposed School Holiday Arrangements			2 Day February Break	
			Finish 28 June 2017	
		2016/2017	Inservice days before holidays	
		Option D		
Term	Break	Dates of Attendance		Working Days Teachers
First		In-Service Day	Thursday 11 August 2016 (IS)	
		In-Service Day	Friday 12 August 2016 (IS)	
		Schools Re-Open	Monday 15 August 2016	
	Local Holiday/Closed	Schools Closed	Friday 23 September 2016	
		Schools Re-Open	Tuesday 27 September 2016	
	Mid Term	In-Service Day	Friday 14 October 2016 (IS)	
		Schools Closed	Monday 17 October 2016	
		Schools Re-Open	Monday 24 October 2016	
	Christmas	Schools Closed	Wednesday 21 December 2016	87
Second		Schools Re-Open	Thursday 5 January 2017	
	Mid-Term	In-Service Day	Friday 10 February 2017 (IS)	
		Schools Closed	Monday 13 February 2017	
		Schools Re-Open	Wednesday 15 February 2017	
	Spring	Schools Closed	Thursday 31 March 2017	
		Schools Re-Open	Monday 17 April 2017	69
Third	May Day	Schools Closed	Monday 1 May 2017	
		Schools Re-Open	Tuesday 2 May 2017	
	Local Holiday/Closed	In-Service Day	Thursday 25 May 2017 (IS)	
		Schools Closed	Friday 26 May 2017	
		Schools Re-Open	Tuesday 30 May 2017	
		Last day of session	Tuesday 27 June 2017	
		Schools Closed	Wednesday 28 June 2017	39
				195
Teachers Return -	Friday 11 August 2017			
(IS) - In-Service Day				
In-Service Days	(Only Staff Attend on these days - No Pupils)			
	Thursday	11/08/16		
	Friday	12/08/16		
	Friday	14/10/16		
	Friday	10/02/17		
	Thursday	25/05/17		

Establishment	Option A			Option B			Option C			Option D		
	Head Teacher	Parent Council	Pupil Council	Head Teacher	Parent Council	Pupil Council	Head Teacher	Parent Council	Pupil Council	Head Teacher	Parent Council	Pupil Council
Secondary												
Castlehead HS												
Gleniffer HS				x	x	x						
Gryffe HS				x	x	x						
Johnstone HS										x	x	x
Linwood HS				x	x	x						
Paisley Grammar	x				x							
Park Mains HS				x	x	x						
Renfrew HS				x	x	x						
St Andrew's Academy												
St Benedict's HS							x	x	x			
Trinity HS				x	x							
Secondary Total	1	0	0	6	7	5	1	1	1	1	1	1
Primary												
Arkleston PS												
Auchenlodment PS												
Bargarran PS				x								
Barsail PS							x	x			x	
Bishopton PS												
Brediland PS												
Bridge of Weir PS	x										x	
Bushes PS	No preference											
Cochrane Castle PS				x	x							
East Fulton PS				x	x	x						
Fordbank PS	x	x	x									
Gallowhill PS												
Glencoats PS	x	x										
Heriot PS												
Houston PS				x	x	x						
Howwood PS												
Inchinnan PS	x	x	x									
Kilbarchan PS				x	x							
Kirklandneuk PS	x	x	x									
Langbank PS		x		x		x						
Langcraigs PS	x	x	x									
Lochfield PS	x	x	x									
Lochwinnoch PS												
Mossvale PS	x	x										
Newmains PS										x	x	x
Our Lady of Peace PS												
Ralston PS												
Rashielea PS												
St Anne's PS												
St Anthony's PS	x	x	x									
St Catherine's PS	x											
St Charles' PS												
St David's PS							x		x			
St Fergus' PS				x	x	x						
St Fillan's PS												
St James' PS (Paisley)												
St James' PS (Renfrew)	x	x	x									
St John Bosco PS												
St John Ogilvie PS	x	x	x									
St Margaret's PS		x										
St Mary's PS	x	x	x									
St Paul's PS	x	x										
St Peter's PS				x	x	x						
Thorn PS	x	x										
Todholm PS	x				x							
Wallace PS	x											
West PS												
Williamsburgh PS	x											
Woodlands PS	x	x	x									
Primary Total	20	16	10	10	8	5	3	1	1	2	3	1
Pre-5												
Douglas Street Pre-Five Centre												
Foxlea Family Centre												
Glendee Pre-Five Centre												
Glenfield Pre-Five Centre												
Hollybush Children's Centre										x	x	x
Hugh Smiley Pre-Five Centre												
Moorpark Pre-Five Centre												
Paisley Pre-Five Centre												
Spateston Pre-Five Centre												
West Johnstone Family Centre												
Pre-Five Total	0	0	0	0	0	0	0	0	0	1	1	1
ASN												
Clippens School												
Kersland School												
Mary Russell					x							
ASN Total	0	0	0	0	1	0	0	0	0	0	0	0
TOTALS	21	16	10	16	16	10	4	2	2	4	5	3
OVERALL OPTION TOTALS	47			42			8			12		

To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Workforce Planning

1. Summary

- 1.1. Effective workforce planning will play an extremely important role in ensuring an appropriate provision of high quality staff in order to continue to improve and sustain the quality of provision to the children and young people of Renfrewshire.
 - 1.2. The context both nationally and locally in terms of workforce planning is challenging.
 - 1.3. Over the last few years, both nationally and locally it has become increasingly difficult to attract a suitable number of candidates for head teacher positions.
 - 1.4. Children's services has taken a number of proactive steps to improve the situation through a range of measures.
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2. Recommendations

- 2.1. The education policy board is asked to note:
 - the challenging context both nationally and locally in terms of workforce planning;
 - the current challenges in attracting suitable candidates for head teacher posts; and
 - the proactive steps taken by children's services to improve the situation through a range of measures (eg leadership development strategy, head teacher assessment centres, JNC working groups and continuous monitoring of supply teacher availability).
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3. Background

Leadership

- 3.1. Renfrewshire's community plan 2013-2023 states the partnerships shared vision for children and young people as follows: "By 2023 we will get it right for every child and young person by ensuring that they live in a positive and inclusive environment, have the best start in life, are confident, healthy and free from disadvantage".
- 3.2. The new directorate of children's services will play a central role in leading the strategic development of children's services and in delivering improved outcomes for children and young people.
- 3.3. Effective workforce planning will play an extremely important role in ensuring an appropriate provision of high quality, energetic and enthusiastic staff in order to continue to improve and sustain the quality of education provision and support services to the children and young people of Renfrewshire.
- 3.4. The role of head teachers and heads of centre is crucial in the effective leadership of establishments to ensure improved outcomes for children and young people are delivered.
- 3.5. Following extensive consultation, the Renfrewshire Educational Leadership Strategy, entitled 'Leading and Learning Together' has been developed and was approved at the education policy board in May 2014, and agreed at the joint negotiating committee (JNC). One of the key aims of this strategy is to provide clear routes to headship and improve support for those in leadership roles.

Head Teacher Appointments

- 3.6. Over the last few years, both nationally and locally it has become increasingly difficult to attract a suitable number of candidates for head teacher positions.
- 3.7. From December 2013 to December 2014 in Renfrewshire the number of head teacher posts advertised for primary schools was 6 in the non-denominational sector and 5 for the denominational sector. The average number of applicants for each sector was 3. On occasion, the local authority has had to re-advertise posts when the number of applicants is less than 3 or when following initial selection no candidates were suitable.
- 3.8. There may be a number of reasons for the small number of applicants:
 - Increased national expectations of the role of the head teacher;
 - salary differentials with depute head teacher posts and associated responsibility;
 - leading and managing schools in a difficult financial climate; and
 - workload issues.
- 3.9. Renfrewshire's education leadership strategy will support the development of our own staff to enable them to be effective leaders.
- 3.10. Over a similar timeframe, the secondary sector was slightly better in that the average number of applicants was 8 for the 3 posts advertised.

- 3.11. There were no permanent pre-5 heads of centre advertised during this timeframe although 3 posts have been advertised in January 2015.
- 3.12. In future, children's services may have to explore alternative ways of managing schools, particularly with respect to small primaries. Other local authorities have implemented other management arrangements (eg shared headships, heads of a cluster of schools).

Appointment of Teachers / Supply Teachers

National Context

- 3.13. Scottish Government Analytical Services colleagues undertake an annual modelling exercise which provides advice to the Teacher Workforce Planning Advisory Group (the Advisory Group) on student teacher intake requirements.
- 3.14. Prior to last year, the Advisory Group's recommendations have mirrored the modelling exercise. However, this year as last year, the group were concerned that the model's projected reduction in PGDE places was not consistent with other evidence from a number of sources, and felt therefore that the suggested cut in initial teacher education places would be inappropriate eg:
- The 2014 teacher census continues to show an improving situation regarding post-probation teacher employment, 80% at September 2014 in permanent or temporary employment compared to 79% in 2013;
 - Local authorities continue to report increasing difficulties in recruiting teachers in both primary and secondary sectors and in securing supply cover across all parts of Scotland, and particularly in the north east. The statistical modelling does not appear to reflect the employment issues experience by local authorities across Scotland;
- 3.15. Taking into account the Advisory Group advice, the Cabinet Secretary for Education and Lifelong Learning is recommending that the overall student teacher places should increase from 2,980 in 2014/15 to a target intake of 3,230 in 2015/16.

Local Context

- 3.16. From December 2013 to December 2014, the number of permanent teacher posts advertised was 38 (pre-5 – 0; primary – 13; secondary – 25). The average number of applicants in primary was 28 and in secondary 18.
- 3.17. Through the initial teacher education (ITE) programme, for session 2014/15 Renfrewshire has 71 probationers in the secondary sector and 43 probationers in primary schools, fulfilling our requirement to support the effective training and development of the future teaching workforce.

Supply Teachers

- 3.18. The national context for supply teachers (teachers filling in for others on a short term basis due to sickness, curriculum development etc or long term in terms of sickness, maternity leave, secondments etc) is that it is challenging to meet the demand from schools and this has become more acute over the last few sessions. A recent article in the Times Education Supplement Scotland (October 2014) illustrated the extent of the problem.
- 3.19. In August 2013, the Scottish Negotiating Committee for Teachers (SNCT) requested a response to a questionnaire on supply from all local authorities. Renfrewshire Council's response is attached.
- 3.20. From this there was evidence that there was a decrease in the number of supply teachers on the supply list. The availability of supply had decreased and the authority at that time was having 'some difficulty' in providing sufficient supply cover in primary, secondary (including subject specific) and in the denominational sector.
- 3.21. Unfortunately, the situation hasn't improved with acute difficulties in primary schools but also a lack of subject specific supply in secondary schools this session.

Action Taken Within Renfrewshire

Appointment of Head Teachers

- 3.22. As highlighted above, children's services has put in a comprehensive leadership strategy, approved at the education policy board in May 2014 and agreed at the joint negotiating committee (JNC) which is being implemented. This will enable the authority to "grow our own" in terms of providing leaders for tomorrow that will ensure effective leadership of our establishments.
- 3.23. A successful series of head teacher assessment centres in session 2013/14 enabled aspiring head teachers both in primary and secondary to take up both permanent and temporary head teacher roles within Renfrewshire. This programme will be further enhanced with a further assessment centre for aspiring head teachers for the primary sector planned prior to Easter 2015.

Appointment / Supply of Teachers

- 3.24. Through the JNC a series of working groups have been established with one specifically looking at the transfer of temporary teachers to permanent staff and formulating a voluntary transfer policy for teachers to further enhance opportunities for continuous professional development for staff.
- 3.25. In terms of supply the department are taking all necessary steps to fill vacancies and the situation is monitored on a regular basis. There are rolling adverts for all sectors throughout the year, enhanced opportunities for part time staff to gain additional employment by notifying them of short term supply and advertising temporary positions of over 4 weeks to enable short term and longer term temporary vacancies to be filled.
- 3.26. Children's services will always appoint the highest calibre of candidate available for all positions from teacher through to head teacher to enable schools / centres to deliver improved outcomes for children and young people.

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	- Effective workforce planning and teachers engagement in high quality leadership development activities will have a positive impact on the learning and teaching of all our children and young people across Renfrewshire.
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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 Education Leadership Strategy (Leading and Learning Together)
- (b) Renfrewshire's Response to SNCT Questionnaire (August 2013)

The foregoing background papers will be retained within ELS 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 Michael Dewar, Acting Head of Service, Tel 618 7194, michael.dewar@renfrewshire.gcsx.gov.uk)

Children's Services

MD/LG/RN
20 February 2015

Author: Michael Dewar, Acting Head of Service, Tel 618 7194,
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To: Education Policy Board

On: 5 March 2015

Report by: Director of Children's Services

Heading: Voluntary Sector Grants 2015/16

1. Summary

- 1.1. This report provides information on voluntary sector grants and makes a series of recommendations for grant support to voluntary and independent organisations for 2015/16
 - 1.2. Acceptance of the recommendations contained within the report will result in £75,500 being disbursed from the budget for grants for voluntary organisations.
 - 1.3. Three Category C voluntary grant applications will be deferred to the May policy board to allow the projects to comply with the Council's conditions of grants.
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2. Recommendations

- 2.1. Members of the education policy board are asked to:
 - agree the recommendations for grant support to voluntary organisations as contained within the report and detailed in appendix 1 and 2; and
 - note that all payments of grant awards are made subject to organisations satisfying the council's conditions of grant.
-

3. Background

- 3.1. The Education (Scotland) Act 1980 empowers the council through children's services to provide a range of grants to voluntary and independent organisations which provide or promote social, cultural and recreational activities.

- 3.2. Grants are awarded in the following categories:
- Category 'C' (Appendix 1);
 - Category 'C Ex-Urban'; and
 - Playschemes (Appendix 2)
- 3.3. Grant applications are considered within the context of their contribution to the aims of the community plan, the single outcome agreement and children's services operational objectives.
- 3.4. Three projects have not submitted all the necessary paperwork to comply with conditions of grant therefore these applications will be deferred to the May policy board.
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Implications of this report

1. Financial Implications

£75,500 will be disbursed during 2015/16 from the children's services budget as detailed in appendix 1 and 2.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People	- The provision of grants to local groups supports children and young people to develop skills to improve personal achievements.
Community Care, Health and Well-being	- The provision of grants to local groups recognises the key role individuals and groups can make to community involvement and participation.
Empowering our Communities	- Local people will be encouraged to participate and engage with public services.
Greener	- The provision of grants to local groups supports social, cultural and recreational activities that contribute to local sustainability.
Jobs and the Economy	- The provision of grants to local groups supports individuals and groups to develop skills to improve personal achievements.
Safer and Stronger	- The provision of grants to local groups contributes to the development of services within local communities.

- 4. Legal Implications**
The Education (Scotland) Act 1980 empowers the council to provide a range of grants.
 - 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 there is no change to the criteria for allocating funding.
 - 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) None

*Children's Services
AC/MD
23 February 2015*

Author: Angela Conboy, Education Manager (Policy and Strategy), 0141 618 7205,
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**Renfrewshire Council Children's Services
Category 'C' Grant Application 2015/2016**

Reference	Organisation	Purpose of Grant	2014/2015 Award	2015/2016 Award Requested	2015/2016 Award Recommended
Category C 1	National Youth Orchestra	To support students from Renfrewshire participating in MYOS courses and concerts.	£1500	£3500	£1500
Category CU 1	Beechwood C.E.C.	General running costs of community project	£33000	£33000	£33000
Category C 2	The Boys Brigade	To help with training costs and the delivery of the Queens Badge.	£500	£3500	£500
Category C 3	Glenburn resource	General running cost of community project.	£5500	£12000	£5000
Category CU 2	Johnstone Castle Learning Centre	To provide a service to local residents including: learning and youth work.	£20000	£25000	£20000
Category C 4 (awaiting bank statements)	National Music & Festival Trust	To repair and purchase accordion equipment.	£500	£500	£0
Category C 5	Our Place Our Families	To keep the office open and project running while they await new funding. Staff team agreed to work on voluntary basis until funding is secured.	£1000	£9000	£1500
Category C 6	Right to Dance	To provide high quality education and outreach programme of dance.	£4500	£6500	£4500
Category C 7	National Youth Orchestra	To support Renfrewshire young musicians in a range of festivals and competitions.	£1500	£3500	£1500
Category C 8	Paisley YMCA	To support the general running costs of the project.	£5000	£5000	£5000

Category C 9	West Region Scout Council	To support adult training and general development costs	£2500	£2500	£2500
Category C 10	Renfrewshire Women's Aid	To take children on various outing throughout the school holiday period	£500	£1000	£500

Ref	Organisation	Purpose of Grant	Recommended Award 2015/16
TP001*	Renfrew/Erskine Homelink	To support operation of playscheme	Travel passes only
TP002 *	Cherrie Children's Daycare	To support operation of playscheme	Travel passes only
TP003 *	Cairellot Playscheme	To support operation of playscheme	Travel passes only
TP004 *	Johnstone Out of School Service	To support operation of playscheme	Travel passes only
T5005 *	Jennyswell OSC – Todholm/Lochfield	To support operation of playscheme	Travel passes only
TP006 *	In Safe Hands Childcare	To support operation of playscheme	Travel passes and one freedom pass
TP007 *	Ralston Out of School Care	To support operation of playscheme	Travel passes and one freedom pass
TP008 *	RASCELS	To support operation of playscheme	Travel passes only
TP009 *	"Schools Out" for Summer - Barsail	To support operation of playscheme	Travel passes and one freedom pass
TP010 *	"Schools Out" Bargarran	To support operation of playscheme	Travel passes and one freedom pass
TP011 *	Foxbar Outreach Childcare	To support operation of playscheme	Travel passes only
TP012 *	Foxbar Out of School Club	To support operation of playscheme	Travel passes only
TP013 *	Momags Kids Club Ltd	To support operation of playscheme	Travel passes only
TP014	Linwood Community Childcare	To support operation of playscheme	Travel passes only
TP015 *	Klas Care	To support operation of playscheme	Travel passes only
TP016 *	Paisley Out of School Care	To support operation of playscheme	Travel passes only
TP017 *	CK'S Out of School Care	To support operation of playscheme	Travel passes only
TP018*	Shortroods ASC	To support operation of playscheme	Travel passes only
TP019*	Ferguslie ASC	To support operation of playscheme	Travel passes only

TP020 *	Williamsburgh OSC	To support operation of playscheme	Travel passes only
TP021 *	Steel Rings Centre	To support operation of playscheme	Travel passes only
TP022 *	Crazy Capers Bushes	To support operation of playscheme	Travel passes only
TP023 *	Paisley/Johnstone/Linwood Homelink	To support operation of playscheme	Travel passes only
TP024 *	Childs Play Lochwinnoch	To support operation of playscheme	Travel passes only
TP025 *	Youth and Sports Services	To support operation of playscheme	Travel passes only
TP026 *	Johnstone mini monsters group	To support operation of playscheme	Travel passes only
TP027*	Capability x 4 groups (Renfrewshire Playschemes) 2 freedom passes per group	To support operation of playscheme	Freedom passes
TP028*	OSCARS Out of School Care	To support operation of playscheme	Travel passes only
TP029 *	Primary OSC	To support operation of playscheme	Travel passes only
TP030	3 Bears Linwood OSC	To support operation of playscheme	Travel passes only
TP031 *	3 Bears Renfrew	To support operation of playscheme	Travel passes only
TP032 *	Woodlands Out of School Care	To support operation of playscheme	Travel passes only
TP033 *	Glencoats Out of School Care	To support operation of playscheme	Travel passes and one freedom pass
TP034	Weans World out of School Care	To support operation of playscheme	Travel passes only
	Total		75 Travel and 13 Freedom passes