
To: Education and Children's Services Policy Board

On: 20 January 2022

Report by: Director of Children's Services

**Heading: Education Standards & Quality Report September 2021
Education Improvement Plan 2021/22**

1. Summary

- 1.1 In line with the Statutory Guidance: Standards in Scotland etc Act 2000, which covers a series of local authority planning and reporting duties, Renfrewshire's Education Standards & Quality Report (September 2021) and Education Improvement Plan (2021/22) have been developed through consultation with a variety of stakeholders.
- 1.2 Both the report and plan align to the National Improvement Framework (NIF) for Scottish education. Self-evaluation information, and a wide range of data was used to report on the progress and impact of our improvement priorities during session 2020/21 and to identify our priorities for recovery and improvement for the period 2021/22.
- 1.3 Due to the Covid pandemic, schools faced significant disruption again during session 2020/21. Most pupils learned remotely from the start of term in January 2021 until 15th March 2021. Only the most vulnerable children and those of key workers attended school. There was an additional challenge for teachers and Senior Phase pupils associated with the cancellation of exams which were replaced by the Alternative Certification model. Maintaining staffing levels across all establishments has also been difficult due to Covid-related absences. These factors have resulted in progress being hindered in some priority areas.
- 1.4 Despite the challenges, significant progress was made as outlined in the Standards and Quality Report. This report also reflects our response to supporting young people and families throughout the Covid crisis through, for example, improvements in digital learning.
- 1.5 Some areas for improvement from the previous Education Improvement Plan have been carried over to our new plan reflecting the recovery and improvement process. We focus on what can be done to remedy the impact of any widening of inequalities of outcome experienced by children and young people as well as being ambitious in our improvement journey. The Education Improvement Plan contains 4 improvement priorities:

- Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments;
- Reduce inequalities and deliver improved health and wellbeing outcomes for children;
- Develop high quality leadership to promote empowerment at all levels; and
- Improve employability skills and support all of our young people to enter positive and sustained destinations.

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to note the content of the Education Standards & Quality Report (September 2021) Appendix 1 and Education Improvement Plan (2021/22) Appendix 2.
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3. Background

- 3.1. The Statutory Guidance: Standards in Scotland etc Act 2000 covers a series of local authority planning and reporting duties which commenced from 1 August 2017.
- 3.2. This places a duty on education authorities to prepare and publish annual plans outlining the steps they intend to take during the planning period. In addition, education authorities are required to prepare and publish an annual report evaluating the progress and impact of the steps taken.
- 3.3. The guidance states that both the plan and the report must seek to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage, in pursuance of the NIF for Scottish education. Additional advice this year, stressed the importance of remaining focussed on issues such as: supporting pupil and staff health and wellbeing; transitions at all levels; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap.
- 3.4. Copies of the plan and report are required to be submitted to Scottish Government.
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Implications of this report

- 1. Financial Implications**
None.
- 2. HR and Organisational Development Implications**
None.
- 3. Community Plan/Council Plan Implications**
The priorities within the Education Improvement Plan support delivery of the priorities contained within Renfrewshire's Community Plan, Council Plan and the Children's Services Improvement Plan.
- 4. Legal Implications**
None.
- 5. Property/Assets Implications**

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

None

*Children's Services
SQ/MT/KO
11 November 2021*

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Education Standards and Quality Report September 2021



Achieving Equity and
Excellence in Renfrewshire



Renfrewshire
Council





Contents

Introduction	5
Our priorities	7
Local Context.....	8
Successes and Achievements	10
Pupil Equity Funding (PEF)	14
CO-Vid 19	15
How well did we do?	16
NIF Key Drivers for Improvement	
School Leadership.....	18
Teacher Professionalism	24
Parental Engagement.....	34
Assessment of Children's Progress.....	38
School Improvement	52
Performance Information	61

Our Values

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

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

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

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

Introduction

We are delighted to present to you our annual Standards and Quality report which summarises the progress, successes and achievements of all our staff, children and young people. Yet again, this school year has been extremely challenging and difficult, however all who work to support the education of our children and young people should be incredibly proud of what has been achieved.

The commitment, efforts and endurance coupled with the resilience, innovation and care shown across the workforce has been incredible. It has been a massive team effort with great support from colleagues across the wider council teams, voluntary organisations, public health and of course our wider school communities, including parents and carers. Without this support, we would not have been able to achieve the same outcomes for our children and young people.

Our staff working in schools and centres across Renfrewshire found new and innovative ways of working with children and young people during and after periods of lockdown; using digital technology effectively to provide high quality remote learning; maintaining a focus on health and wellbeing;

communicating with parents and continuing to support test and protect activity throughout the year. A very effective partnership between the central team and schools ensured that all families had access to equipment and had the opportunity to connect to wifi to access remote learning. More importantly, early years practitioners, teachers and support staff continued to show incredible innovation, delivering great lessons and engaging and supporting our children and young people throughout the year.

Delivering National Qualifications has been an incredible challenge both for teachers and our young people. For all those who have been involved in either supporting or delivering the Alternative Certification Model, thank you. It has been an outstanding effort.

We would also like to pay tribute to the incredible resilience shown by our children and young people this year. We are extremely proud of how they adapted to change and what they have achieved as well as their contributions to support the health and wellbeing of the entire population.



Councillor Jim Paterson

Convener Education
and Children's Services



Steven Quinn

Director Children's Services

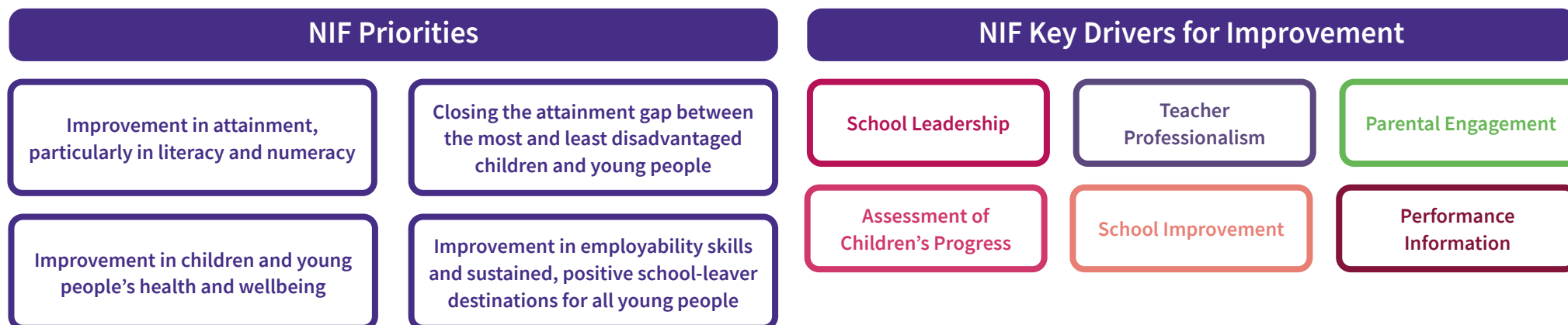
Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.

Our priorities

This report describes the progress made in taking forward our 4 strategic priorities below and the positive impact of this work on our children and young people.



Our priorities align to those outlined in the National Improvement Framework (NIF). The evaluative statements, contained within this report, are organised under the NIF Key Drivers for Improvement.



Local Context

27,145

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

11 secondary schools

2 schools for children and young people with additional support needs

12 early learning and childcare centres

49 primary schools 22 of which have an early learning and childcare class

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

37 early learning and childcare partnership providers

Scottish Index of Multiple Deprivation (SIMD)

Of Renfrewshire's 225 datazones, more than a quarter are in the 20% most deprived areas.

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

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

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



Successes and Achievements

Our Education Scotland Inspection of Local Authorities report highlighted the following key strengths. We have continued to build on our strengths to bring about further improvement.

Strengths

- Very strong self-evaluation, informed by high-quality data, is resulting in very successful, evidenced-based universal and targeted interventions, which are securing improvement.
- Highly effective leadership, shared vision and an ethos of empowerment of staff at all levels to improve outcomes for children and young people, their families and communities.
- The outstanding impact, of very high-quality professional learning approaches, developed and delivered in collaboration with partners.
- Renfrewshire Council’s excellent approach to Scottish Attainment Challenge governance, which is set within a well-defined accountability framework.
- Significant year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas (as of June 2019).

Winning Scotland

St Catherine’s and St Anthony’s featured as case studies by Winning Scotland highlighting strong practice in implementing and embedding professional learning in Growth Mindset in Maths.

Renfrewshire’s Nurturing Relationships Approach (RNRA)

Schools’ Accreditation Awards

- | | |
|----------------------|----|
| • Jade (level 1) | 13 |
| • Ruby (level 2) | 8 |
| • Amethyst (level 3) | 2 |
| • Gold (level 4) | 2 |

Digital Schools Award

13 primary schools and 1 secondary school

Cyber Resilience and Internet Safety Award

- Heriot Primary
- St. Paul’s Primary
- Gryffe High School

Literacy—Dolly Parton’s Imagination Library (DPIL)

Renfrewshire Council has become the first local authority in Scotland to provide DPIL to all children aged 2–5. Since the programme was introduced in March, over 2000 children in Renfrewshire have been registered to receive books on a monthly basis.





SEL Worldwide Model School Status (PATHS awards)

Three establishments were presented with their plaques for achieving this status in recognition of their outstanding commitment to social and emotional learning in their school.

- Bishopton Primary School
- Todholm Primary School
- St. Margaret's Primary School

A further four establishments achieved this award in July 2021

- Glencoats Primary School
- Kirklandneuk Primary School
- Barsail Primary School
- Hugh Smiley Early Learning and Childcare Class

Scottish Languages Employability Bronze Award—Renfrew High School

One of only two schools in the country to have achieved the award at this level for developing young people's learning about the world of work and their understanding of language skills to their future employability.

Successes and Achievements

Examples of good practice

National Improvement Hub

Linwood High—partnership working to ensure the safety of vulnerable families

Renfrewshire's Nurturing Relationships Approach (RNRA)—establishing and embedding whole school nurturing approaches across the authority with a particular focus on the implementation of the approach.

National Health and Wellbeing Wakelet

Renfrewshire's 'Skills for Recovery' programme developed to support children, young people, staff and parents.

The International Journey of Nurture in Education—Volume 7

Article featured RNRA and our Skills for Recovery programme.

West Partnership

Storyboard featured Williamsburgh Primary school recognised for responsive remote learning during the pandemic. Their innovative digital approach using QR codes was successful in maximising parental engagement.

LGBT Charter Mark Award

- Bridge of Weir Primary School (Silver)
- Glencoats Primary School (Bronze)
- Johnstone High School (Silver)
- Gryffe High School (Silver)
- Castlehead Secondary School (Bronze)
- Renfrew High School (Bronze)

Care experienced children and young people digital conference

Children's Services hosted our first ever digital conference focused on care experienced children and young people. This very successful event was attended by over 360 Renfrewshire colleagues and was highly evaluated.



Pupil Equity Funding (PEF)

The Pupil Equity Funding (PEF) is allocated directly to schools and targeted at closing the poverty related attainment gap, helping to achieve equity. National PEF guidance was amended in June 2020 to ensure that the funding could be used flexibly as a response to the pandemic and this guidance was shared with Head Teachers. Following this, all schools reviewed their plans to ensure there was a continued focus on achieving equity and addressing the impact of Covid-19.

Clear advice has been provided by the central team through quality improvement visits, HR and the Procurement team regarding finances, procurement and staff deployment. These arrangements are further enhanced by a dedicated Pupil Equity Fund Coordinator, who has oversight of all PEF activity and supports the authority and Head Teachers with the central coordination of these funds. Head Teachers are required to report on the impact of PEF in a dedicated section of their annual school Standards and Quality report. These are reviewed by link Education Managers and feedback is provided.

In September 2020, the central team conducted a local equity audit to understand the impact of the pandemic on our children and young people. Gaps were identified which were broadly in line with the national equity audit conducted by Education Scotland. A sketchnote was also designed which summarised the main themes. This, as well as the centralised data, was shared with Head Teachers to help further inform their planning.

PEF has been used to support learners during the pandemic, help engage groups of children and young people in online learning, intensify short-term support and ensure children and young people have access to high quality resources and provision. Funding has also been used to support families in crisis through provision of basic necessities like food, utilities, toiletries, stationery, school uniforms and warm clothing in the winter. This support has been vital during the pandemic.

A working group meets regularly to review the impact of PEF. A plan is in place to evaluate the impact over the lifecycle of PEF which will include in-depth consultation with a range of stakeholders.

Covid-19

Following the national announcement of school closures from 23rd March 2020, a Covid-19 Business Continuity Plan was developed to identify how the Council would undertake its critical educational functions during the Covid-19 crisis. Through this planning process the Council ensured systems were developed to:

- provide support for vulnerable children and families;
- provide a safe learning and childcare environment for the children of key workers and those who are vulnerable (hubs);
- provide a platform for the delivery of remote learning (learning packs and digital) for children and young people;
- assess, moderate and quality assure the grades for all senior phase children and young people through the Alternative Certification Model; and
- restore the operation of the education function within Children's Services after the Covid-19 crisis.

By addressing these critical functions Children's Services has provided educational continuity for all children and young people and it has supported the health and wellbeing of its most vulnerable families.

A suite of recovery support documents, aligned to Scottish Government guidance, was issued to all schools and centres to support their return. This included:

- a Covid-19 workplace assessment;
- a strategic hazard identification template (HAZID);
- a Covid-19 establishment risk assessment;
- a Business Continuity Plan (BCP);
- Operational Guidance; and
- Guidance Papers – Additional Support Needs (ASN), Curriculum, Remote Learning, Alternative Certification Model, Transition, PE Risk Assessment and Learning and Teaching.

Prior to the return of staff, children and young people, all schools and centres undertook a health and safety review of their building through a Covid-19 workplace assessment. This process was designed to provide reassurance that the building is safe for occupation and the assessment is ordinarily conducted by the Head and trade union representatives where possible.

How well did we do?

How well did we do?

The national key drivers of improvement continue to provide a focus and structure for gathering evidence to identify where further improvements can be made. They all remain equally important and the links and connections across these key areas are essential to enable continuous improvement.

The following sections summarise how well we are doing under each of these drivers as well as outlining our next steps moving forward. This has been informed by the evidence we have gathered through our quality assurance activities and a variety of audit material, including data and external feedback from partners, such as Education Scotland. Due to the impact of the pandemic, some improvement priorities will be carried over to next session.

NIF Key Drivers for Improvement





School Leadership

Strong strategic leadership in Renfrewshire Council ensures that all decision-making and improvement planning is underpinned by the principles of empowerment and the very good use of research and data.

Our highly effective leadership programme continues to build resilience and supports succession planning. Adaptations were made to our programme to enable remote delivery where possible. Our Aspiring Deputes training, via Microsoft Teams, involved 26 staff from across all sectors. All participants gained knowledge and understanding across a range of topics including leadership styles, education and the law, empowering teams and discipline and grievance procedures. All who took part reported that, following participation in the course, they felt more confident that the role of Depute was a professional goal they would pursue in the near future.

‘I welcomed the opportunity to speak and connect with others from the Local Authority, learning about their journeys and experiences along the way.’

Aspiring Depute

In partnership with Drummond International, a bespoke programme was delivered to support the mental health and wellbeing of our most senior leaders. Informal online drop-in sessions allowed leaders across all establishments to discuss pandemic-related issues, concerns or difficulties they were experiencing and, where appropriate, these were followed up with one to one coaching sessions.

Step Back podcasts were made available to senior leaders from August to November 2020. These podcasts included interviews with a variety of education staff who provided their reflections, thoughts and support on the pandemic and its ongoing impact in our education settings. A series of virtual Step Back

workshops were delivered between December 2020 and March 2021, to ensure that personal health and wellbeing remained a priority but also to begin to prepare our senior leaders for the challenges and opportunities which lay ahead both in the short and the longer term for leading their school communities, curriculum and wider Education system.

“When we have sessions like this, I feel valued and reassured that my professional development, but also work life balance, are being considered and recognised by the authority.”

Head Teacher

External consultants facilitated 7 online Learning Sets to groups of primary and secondary deutes from across sectors, as well as one set of Head Teachers, to further empower them to work in more collegiate and collaborative ways. 44 participants in total benefitted from working together to develop strategies and solutions to school-based issues using a coaching approach.

“The Learning Set allowed us to speak frankly and honestly but also learn from each other. I liked holding the mirror up to myself and having staff who are there to support and challenge but not judge.”

Depute Head Teacher

A group of primary Head Teachers benefitted from a 1:1 bespoke coaching programme delivered online. Participants reflected against the GTCS Standard and support thereafter focussed on the individual development needs of each Head Teacher.

“Each session was very well structured and supportive. It was easy to build a good working relationship with the facilitator and I always felt at ease. The facilitator’s knowledge of relevant literature to support my aims was extremely helpful and several texts were recommended and discussed during our sessions. Coaching methods were used to enable me to come to my own conclusions and next steps rather than telling me what to do.”

Head Teacher

A Renfrewshire Head Teacher Induction programme has been developed to inform and support those new to post regarding council policy and procedure and familiarise new Head Teachers with development work being undertaken by Children’s Services and partners.

Early Learning and Childcare

The Early Years ‘Grow Your Own’ workforce development plan continued to be progressed with a broad range of online professional learning opportunities provided for leaders and practitioners. Funded support was provided for staff to access certificated training to meet Scottish Social Services Council (SSSC) registration requirements. The professional learning programme is continuing to build a solid knowledge base for practitioners and leaders to study and practically apply their learning to improve outcomes for children. It is also supporting improvement in the quality of both indoor and outdoor learning environments and developing staff confidence in the management of this particularly at a time when staff are coping with Covid restrictions.

School Leadership

Our ‘Grow Your Own’ staff, in relation to the employment and training for Modern Apprentices and Support Workers, has been very successful. To date, all Modern Apprentices from the first 2 training cohorts have secured early learning and childcare officer positions with Renfrewshire Council, with cohort 3 and 4 training still underway. All early learning and support workers involved in the initial training programmes have achieved their qualification at either SVQ level 2 or 3, with 7 out of 11 support workers who achieved the level 3 qualification securing an early learning and childcare officer position.

Leadership development continues to be a priority with a range of specific learning opportunities provided for newly appointed deputies, seniors and early years graduates. Our Early Learning and Childcare (ELC) leaders are empowered and have increased skills and knowledge to lead and develop their services through our high quality professional learning programme. The programme, focused on health and wellbeing, literacy and numeracy, is supporting staff to improve outcomes for children particularly given the impact of lockdown. The Froebel training, which is delivered in partnership

with Edinburgh University, has continued, with a new cohort of 60 practitioners underway. The confidence of practitioners in linking theory to practice continues to benefit the quality of learning and teaching for children in almost all settings.

Newly Qualified Teachers

A package of high-quality online professional learning and support was provided for our newly qualified teachers (NQTs). Input included a variety of mandatory sessions such as Child Protection, Inclusion and Managing Challenging Behaviour and optional sessions such as Improving Gender Balance and Equalities and Learning for Sustainability. Every NQT completed a professional enquiry, which was shared in small groups and celebrated through a Blog which was available to all NQTs, mentors and Head Teachers. A Development Officer provided high quality professional learning for NQT mentors and provided intensive support for individuals. NQTs rated the programme highly, giving it 4.6 out of 5 in relation to relevance and usefulness. As in previous years almost all NQTs had a satisfactory outcome to their induction year.

“The Local Authority, NQT team and school have kept me on track and pushed us all to continue to develop as motivated, flexible, caring and resourceful practitioners.”

Newly Qualified Teacher

West Partnership Collaboration

Effective collaboration with local authorities across the West Partnership resulted in a range of high quality online support for our senior leaders. This included:

- Head Teacher Action Learning Set pilot to expand their networks and facilitate sharing of effective practice on a variety of issues.
- Head Teacher Executive Coaching Programme with the Mudd Partnership; HTs worked on a 1:1 basis with an external coach allowing a confidential space to enable pause, reflection, sharing of thoughts, worries, concerns and challenges as well as the chance to explore opportunities.

- Thinking About Headship pilot training programme; this gave our aspiring Head Teachers the opportunity to reflect on the role of headship based on the General Teaching Council Standard for Headship 2021. The course allowed for professional dialogue and active engagement with key aspects of leadership.
- Virtual Leadership Networks open to all Head Teachers and Deputies were created to allow for effective collaboration across the West Partnership, particularly in planning for and navigating Covid recovery and renewal. Our staff found these sessions informative, inspiring and supportive during the most difficult of years.

Youth Voice

The voice of children and young people is shaping improvement across Renfrewshire through, for example, the Youth Symposium, Champions Board, and the Youth Commission. Young people are empowered and are given opportunities to influence decision-making on issues affecting their lives.

Renfrewshire Youth Voice (RYV), Renfrewshire Attainment Team and Youth Services designed and carried out a consultation exercise with young people in schools across Renfrewshire. Using the Community Learning and Development competencies, and linking the PSE review to the National Youth Work outcomes and indicators, ensured that this remained youth-led. The sessions were co-designed and delivered by young people from RYV and Peer Leaders. These results are informing the ongoing development and design of Renfrewshire's PSE Framework. Members of the Youth Services team were asked to share this approach with the West Partnership and Education Scotland as an example of best practice. The report was shared across partners and other local authorities and was a useful and practical guide for others not yet started the process of review. Our youth-led practice was recognised as a valuable approach in engaging and ensuring young people were meaningfully involved in the process.



School Leadership

Next Steps

- Continue to support those aspiring to formal leadership roles through the delivery of high-quality Aspiring Leadership programmes.
- Continue to work in partnership with Drummond International, delivering a leadership programme which supports senior leaders to return to being more strategic in their thinking.
- Introduce Learning Sets for newly appointed Early Years Deputes and further roll out the opportunity to primary and secondary Deputes to continue to empower them to work in more collegiate and collaborative ways.
- Provide the opportunity to participate in 1:1 bespoke coaching programme to a further group of newly appointed leaders.
- Support secondary schools to develop leadership skills in young people through the provision of residential programmes which focus on physical, mental, emotional and social wellbeing.
- Continue to provide a package of high-quality professional learning and increase the support available to NQTs and Mentors by increasing the development officer team.
- Roll out successful West Partnership programmes including Thinking About Headship, Head Teacher Learning Sets, Executive Coaching and Virtual Learning Networks and Masterclasses.
- Develop opportunities for nominated staff to undertake facilitation training with a view to expanding the scope of the Leadership Learning Sets and to empower these staff to undertake facilitation roles across the West Partnership as well as within their own local authority and establishments.
- Pilot Renfrewshire's Head Teacher Induction programme.
- Continue to develop and implement the 'Grow Your Own' professional learning and training programme for early years practitioners and leaders
- Progress the work of reviewing and updating arrangements for devolved school management in line with national expectations.
- Facilitate further discussion with young people on the structure and future content of the PSE Framework through taking the recommendations to the Renfrewshire Youth Assembly.



Teacher Professionalism

We have created a collaborative culture where all staff are empowered to fully participate in career long professional learning (CLPL). Approaches to improving literacy, numeracy and health and wellbeing are effective in providing universal, targeted and individual interventions. Our Development Officer team continue to provide very effective professional learning and bespoke support to establishments in their areas of expertise.

Literacy

Evidence-based approaches to the teaching of reading and writing continue to be successfully embedded and extended. Our partnership with the University of Strathclyde and use of their 3 Domain Model has led to extensive professional learning for staff and the delivery of a consistent and high-quality literacy curriculum for all children. The 3 Domain Model, a tool for thinking about literacy and learning, supports staff to navigate a broader range of evidence under the 3 domains of cognitive skills and abilities; cultural and social capital; and identity and agency.

Very good bespoke Literacy support has been provided to 29 schools tailored to their own contexts. This has spanned a wide range of areas including: in-service and collegiate training; guidance on the purchase of new reading schemes, novels and literacy resources; advice on school improvement planning; and individual school evaluation of implementation of the Renfrewshire Literacy Approach.

215 teachers and school leaders from 38 schools and peripatetic services across Renfrewshire participated in professional learning opportunities related to Raising Attainment in Reading, Raising Attainment in Writing and the Primary Literacy Coaching Programme. All participants indicated that post-training they had an increased knowledge and understanding of evidence-based pedagogy to raise attainment in reading and writing.

To support ongoing learning in Literacy during periods of remote learning and for children self-isolating, all schools were provided with access to a comprehensive online literacy-based resource; our own website containing a range of reading activities and a range of home learning booklets.

28 Classroom Assistants have completed half of our comprehensive programme of professional learning delivered in partnership with the University of Strathclyde. This programme will be completed when training is able to resume in light of Covid-19.

The Dolly Parton Imagination Library programme has grown significantly. There are currently 1922 children receiving a book each month from our programme and since 2019 we have had 192 children graduate from the programme when they turned 5 years old.

‘Thank you for your time and this excellent opportunity. Some of our children are not at their chronological/developmental age, developmentally they are younger. A picture book, a flap lifting book, a touch and feel or interactive books are always a safe resource. The books look great. We are very grateful for this lovely opportunity’

Head Teacher

Our Approach

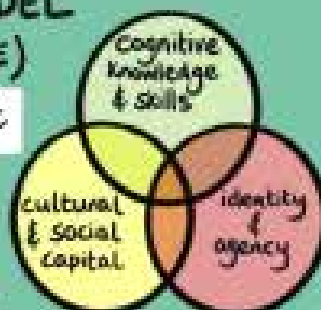
FOSTERING A
+GROWTH+
MINDSET



THE RENFREWSHIRE LITERACY APPROACH

1 THE THREE DOMAIN MODEL (UNIVERSITY OF STRATHCLYDE)

The Renfrewshire Literacy Checklist



2 HIGH QUALITY CLPL (FOR TEACHERS, SUPPORT STAFF & SCHOOL LEADERS) evidence-based approaches to raise attainment

Primary Literacy Coaching Programme

book banding
running records
miscue analysis
coaching strategies

Dive into Reading

3 sharings
reading journals
high quality texts

Dive into Writing

free writing
writing journals
low stakes high impact activities

3 ESTABLISH A NETWORK OF LITERACY CHAMPIONS

Ongoing
Professional
Learning



Supporting
Implementation
across Schools

Sharing
Practice

Evaluation & Impact

POSITIVE IMPACT IS
EVIDENT FROM HMIE
AUTHORITY INSPECTIONS

The innovative approach to improving attainment in literacy is supported by extensive professional learning. Schools are empowered to prioritise elements which suit their own context and has had a positive impact across the authority.

"YOUNG PEOPLE'S PERFORMANCE HAS IMPROVED IN ALMOST ALL MEASURES IN LITERACY AND NUMERACY OVER THE LAST FIVE YEARS"



SCHOOLS & THE WIDER AUTHORITY
HAVE ACHIEVED A RANGE OF
NATIONAL AWARDS INCLUDING



UKLA Literacy School of the Year
(St Anthony's Primary)

COSLA Excellence Silver Award

KEY LESSONS

1 Effective Leadership of the Renfrewshire Literacy Approach at all levels

2 Whole School Approach & Implementation

3 Inclusion within School Improvement Planning

4 Sharing effective Practice within & across establishments

Teacher Professionalism

Our school library service continue to provide very good universal and targeted support to schools. They delivered a programme of online activities to engage children with reading and information literacy. These included virtual book clubs and storytelling sessions. An online home learning hub was launched—a one-stop shop for children, teachers and parents to online library resources providing access to knowledge, and reading resources. Over 10,700 e-books for children and young people were borrowed between July 2020 and June 2021—an increase of 3,441 on the previous year.

The Primary School Outreach Service provided online support to primary schools including guides on how to join the library online, specialist guides to support teachers e.g. using the school library safely during Covid, themed resources for study and special promotions including the Paisley Book Festival schools programme and the Summer Reading Challenge. RIOT (Read It Out Time) in Renfrewshire promoted the benefits of reading aloud, based on Lindsay Littleson's book

“A Pattern of Secrets”, set in Victorian Paisley, and engaged with 12 primary schools and 634 children.

During periods when schools were open the team of school librarians in secondary schools adapted the service to comply with Covid restrictions, offering access to physical books via a request service and classroom delivery. They also provided presentations on accessing online resources in classrooms.

Numeracy

In Numeracy, a similar approach is in place based on the 3 Domain model. Evidence based approaches are being implemented to promote attainment and achievement in all 3 domains.

Our ‘Limitless Learning’ professional learning was co-authored with partners Winning Scotland and co-delivered to 62 practitioners spanning 11 schools as well as the Transition team. The course aimed to tie together Mindset theory, local and national priorities, and practical guidance for implementing effective pedagogy in numeracy and mathematics. Most participants agreed the course was relevant to their professional needs as well as the needs of their learners and schools.

All participants agreed that the training improved their pedagogical knowledge and skills and almost all participants reported that it supported them to be a better teacher of numeracy and mathematics.

“It’s revolutionising the way maths is taught and perceived all the way from early years right up to adulthood.”

Transition Teacher

“The content of this course is very much about getting them to a place where they enjoy learning, feel able to contribute and have ownership over their learning... It’s bridging the gaps by bringing the joy back to learning and teaching.”

Head Teacher



THE RENFREWSHIRE NUMERACY AND MATHEMATICS APPROACH



NUMERACY & MATHEMATICS CHECKLIST



1 **TEACHING FOR A GROWTH MINDSET**
~ SUPPORTED BY  MINDSET CHAMPIONS COURSE

2 **ATTENDING TO THE THREE DOMAIN MODEL**
~ DEVELOPED BY THE UNIVERSITY OF STRATHCLYDE

3 **TEACHING FOR UNDERSTANDING**
~ USING MULTIPLE REPRESENTATIONS & OPPORTUNITIES FOR CHILDREN TO DISCUSS MATHEMATICAL IDEAS (S.E.A.L., C-P-A, Numbertalks etc.)

KEY LESSON ONE

GROWTH MINDSET INTERVENTIONS HAVE GREATEST IMPACT WHEN TASKS RE-ENFORCE MINDSET MESSAGES

- * Consider how your resources ALIGN with mindset principles
- * Do you provide opportunities to EXPLORE, BE CREATIVE & MAKE MISTAKES?
- * Is the focus on mathematical THINKING or procedures & answers?
- * Can the task be OPEN-ENDED with a low floor & high ceiling to include and CHALLENGE all learners?

KEY LESSON TWO

NO SINGLE PEDAGOGICAL APPROACH IS THE KEY TO UNLOCKING ATTAINMENT

- * S.E.A.L., C-P-A & Numbertalks etc all feature effective practice...



Strength comes when they come together

LEARNING & TEACHING TOOLKIT

114 participated on the Winning Scotland Mindset course

91% agreed that the course made them a better teacher

91% said that their pupils have an improved understanding of how mistakes can be used as a learning opportunity



88% reported that their pupils felt less anxious

NUMERACY & MATHEMATICS CLPL ATTENDEES...

94% reported increased knowledge & understanding

96% agreed they had improved skills & abilities

98% believed that CLPL would have a positive impact on learning in classrooms

KEY LESSON THREE

TEACHERS SHOULD WORK WITH COLLEAGUES AT DIFFERENT CURRICULAR LEVELS OR SECTORS

- * leading to consistency of approach
- * facilitates connections between key concepts

Teacher Professionalism

In partnership with Education Scotland, we are currently co-authoring and co-delivering a Numeracy Recovery Improvement Pilot. The programme is halfway complete and will resume in the next session. So far 65 practitioners from across 9 establishments have benefitted from participating in the pilot, which centres around the Maths Recovery series of literature.

In addition to the two large-scale pieces of professional learning above we have delivered sessions on Numbertalks, Numeracy Across the Curriculum, NQT Training, S.E.A.L strategies for Early/First Level, Bar Modelling and Using Low Floor High Ceiling Tasks. These have been attended by staff from almost all establishments in primary and some in secondary. Almost all participants agreed the professional learning had increased their knowledge and understanding of the content and improved their professional skills and abilities.

A collaborative network of 86 Literacy champions and 60 Numeracy champions continue to receive ongoing training, development and opportunities to share practice, enabling them to support the senior leadership team in schools in leading and sustaining the ongoing implementation of the Renfrewshire Literacy and Numeracy approaches across all areas of the curriculum.

Health and Wellbeing (HWB)

Following a lengthy period of schools closures it was vital that we strengthened our emphasis on health and wellbeing. Led by Renfrewshire's Educational Psychology Service (REPS), Renfrewshire's Nurturing Relationships Approach (RNRA) continues to make excellent progress impacting positively on staff's practice and having a positive effect on the social, emotional and behavioural development of children and young people across all sectors. We have continued to embed RNRA and build sustainability across all engaged establishments through development of leadership training, training for trainers and ilearn modules. Individual establishments are able to provide evidence of impact through their RNRA Action Plans and accreditation submissions. To date, 25 establishments have successfully achieved accreditation. RNRA

has been used to support children and young people, staff and parent/carers' wellbeing and recovery from Covid-19 using the suite of RNRA 'Build Back Better Resources'. These include the highly successful 'Skills for Recovery' programme developed in partnership with the Health and Wellbeing Development Officer.

Our life skills programme 'Living Life to the Full' (LLTTF) has been rolled out across all secondary schools and one special school. Leadership training was delivered online and new schools are being mentored by colleagues from our cohort trained last year. Almost all teachers who deliver the programme in Personal and Social Education lessons have emerging skills and confidence in using a cognitive behavioural therapy approach to develop emotional literacy and resilience in young people.

In partnership with Barnardo's, the Promoting Alternative Thinking Strategies (PATHS®) programme continues to be successfully implemented across the authority in 30 settings. Despite the challenges faced this year, evaluation data, including case studies, provides evidence that the programme is impacting positively on children's self-regulation, emotional awareness and interpersonal problem-solving skills. Highly

skilled coaches provide professional learning for teachers, support staff and parents. This whole-school approach is helping to ensure that the programme is sustainable. Last session, the coaches were flexible in their delivery, moving to online training sessions and assemblies. To support schools during lockdown, online lessons and resources were shared via social media channels and with teachers directly so that they could be incorporated into home learning packs. Three schools celebrated their excellent achievement of Worldwide Model School status in 2020 and were awarded with their plaques in June. Another 3 schools and one early learning and childcare centre were also successful in achieving this high profile award in July 2021.

In order to meet the recommendation of the Scottish Government's Personal and Social Education (PSE) Review, schools were supported through targeted training and information sharing to improve staff knowledge in the areas of Internet Safety, Relationships, Sexual Health and Parenthood (RSHP), Mental, Emotional, Social and Physical Wellbeing and Planning for Choices and Change. Staff were also encouraged to attend similar sessions run by the West Partnership PSE Lead Officers group, chaired by

our Health and Wellbeing Development Officer. The latter focused on RSHP for recovery planning, accreditation in PSE and implementing the SQA Mental Health Award. Through this work we have stepped closer to a consistent approach across schools.

Establishments were provided with a mental health resource and supplementary toolkit to raise awareness of staff, at all levels, of the mental health difficulties children and young people may face and improve staff confidence in providing support. Evaluations received indicated that staff found the presentation effective in raising their awareness and reported that the information in the toolkit was useful. This resource is revisited, at least annually, as part of the suite of annual updates for staff.

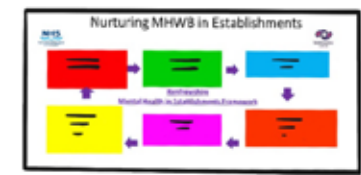
Skills for Recovery (SFR), a collaborative project between REPS and the HWB Development Officer, was developed to support the transition back to schools following the summer holidays and the periods of school closures. It provides practical help for children, young people, staff and parents around dealing with change, understanding and naming our feelings, relationships, bouncing back and signposts to supports within the authority. Resources can be used flexibly and accessed from

home to: support the proposed blended learning approach at that time; allow quick adaptation of teaching methods if there was another lockdown; and enable children and young people who were self-isolating due to Covid to complete the programme. Additional SfR self-isolation resources were provided on Microsoft Sway, a platform that allows us to monitor engagement; they were accessed over 5,500 times.

We continue to make good progress in rolling out our Mentors in Violence Prevention (MVP) peer-mentoring programme in secondary schools. Four out of six trained schools managed to deliver mentor training despite the challenges of Covid. With an increased focus on gender-based violence in society, our schools recognise the importance of having a programme which tackles difficult conversations around relationships. Schools have delivered mentor training to a large number of young people. Young people reported that they had increased knowledge of issues which affect relationships and felt more confident talking about them. They reported that they learned new skills and improved on existing skills. Young people were able to share with the Education Scotland MVP Development Team ways in which the programme could be updated and improved.



- ### DEVELOPMENTS
- MENTAL HEALTH & WELLBEING POLICY and development of 6 box model



- ASSESSING WELLBEING USING THE GLASGOW MOTIVATION & WELLBEING PROFILING TOOL
- HEALTH & WELLBEING BLOG
 - Information about resources, training, professional learning & local and national supports

- PSE REVIEW (YOUTH SERVICES) RENFREWSHIRE
 - Pupil voice
 - Teacher voice

- SUBSTANCE MISUSE MODEL & TRAINING AT ALL STAGES



The focus of professional learning for staff changed and developed due to the restrictions placed on face to face events and also the hold by Public Health Scotland on delivering training around self-harm and suicide. Through collaboration with the Choose Life Coordinator, staff needs were discussed and bespoke training developed around mental health.

‘I took lots of helpful tools away with me to help me support children with anxiety.’

Teacher

‘Some confidence built about a response to suicidal thoughts. Awareness of what works and practical resources.’

Teacher

To support establishments on their return post lockdown, professional learning in the use of the national Relationships, Sexual Health and Parenthood (RSHP) was provided in partnership with colleagues from the NHS Health Improvement Team. Staff reported that these sessions supported their planning in the final term and also the new session. Early Protective Messages training for early years staff moved online at Easter and will continue next session.

CEOP (Child Exploitation Online Prevention) Delegate training was offered to all sectors. To support this further, we expanded our training team to include staff from all sectors so that we could develop a sustainable and consistent training offer and resources framework across all age groups. Training also introduced staff to the parent zone and resources available on the Thinkuknow website. Training has now taken place across 9 of our secondary schools, 5 of our primaries and one ELCC. Staff shared that the training provided valuable up-to-date information around internet safety and sexual exploitation online and that they valued having a whole establishment input.

In line with Scottish Government’s commitment to LGBTI (lesbian, gay, bisexual, transgender, intersex) Inclusive Education, schools have been supported to build on existing practice through provision of professional learning from LGBT Scotland on tackling homophobic, bi-phobic and transphobic bullying. Currently 8 schools are working towards the LGBT Scotland Charter award. To date, 3 of our schools have achieved the Silver Award and 3 schools have achieved Bronze. Evaluations indicate an improvement overall with staff reporting an increased understanding and awareness of what LGBT young people experience, particularly with regards to their identity, societal attitudes and the language used. In addition, staff stated an increase in their confidence in how best to support a LGBT young person. Our schools have developed LGBT inclusive curricular work, inclusive picture story books, updated their libraries and are collaborating with local community groups. Young people in one of our secondary schools linked with children from P5-7 in one of their feeder primaries to run a joint ‘Rainbowfest’ event.

“It’s genuinely inspiring how hard all the teachers are working. I can see the commitment from the staff and pupils driving this work forward is seen as valuable, which in these times is such a testament to each school community and their values.”

**Education Capacity Building Officer—
LGBT Youth Scotland**

Establishment staff have been kept abreast of a wide range of local and national HWB resources and services through the HWB blog, high quality monthly newsletters and our Twitter page (@RenEdHWB). Signposting to resources to support the mental and emotional wellbeing of staff and children and young people has been particularly important during lockdown and remote learning.

Language Learning in Scotland: A 1+2 Approach

Due to the pandemic, most activities, local and national, were unable to take place and will be carried over into the new academic session. Funding was downloaded to schools and used to support in-house school programmes during the pandemic. An authority-wide subscription to Linguascope was obtained and put in place to ensure that schools had access to the resource particularly during lockdown periods. We hosted 3 German Educational Trainees through an online model. The impact was variable and lessons learned will be used to inform future practice.

Exploring Pedagogy

‘Enquiry Based Learning in Primary 3’ was delivered online to 30 teachers from 21 schools by Deirdre Grogan, Principal Knowledge Exchange Fellow from Strathclyde University. Due to the pandemic, support visits to participating establishments could not go ahead and full implementation of the guidance could not

be adopted by practitioners due to Covid mitigations. However, the online training allowed for the effective sharing of pedagogy in primary three which led to some increase in children’s involvement in planning their own learning. We plan to build on these results in the coming session and ensure participating staff are able to make the most of this training depending on mitigations in place.

Next Steps

- Continue to provide high quality professional learning to staff at all levels based on evidence-based approaches to raising attainment in literacy and closing identified gaps in pupil attainment.
- Introduce programmes of CLPL in relation to: high quality teaching of phonics linked to the Renfrewshire Literacy Approach and development of early reading skills; and the Talk for Writing approach.
- Work with practitioners across primary and secondary establishments to further develop the Dive into Reading and Writing approaches ensuring consistency, clear progression and avoiding overlap.

- In partnership with the University of Strathclyde deliver the remainder of our programme of professional learning for classroom assistants and devise an ongoing, comprehensive programme of CLPL for support staff based on local and national priorities and areas identified via staff consultation.
- In partnership with the Scottish Book Trust, introduce a programme of professional learning, to support the implementation of Dolly Parton's Imagination Library and pilot the Reading Schools Award in targeted early years settings.
- Support targeted groups of children and young people to improve digital literacy and information literacy skills via the school libraries attainment team.
- Using poverty-related attainment data, identify schools for targeted support from Modelling and Coaching Officers (MCO) in numeracy & mathematics.
- Deliver extended training programme on using the Maths Recovery framework, to upskill practitioners in identifying and addressing gaps in numeracy and mathematics.
- Deliver an in-house programme of professional learning in effective pedagogy including: Numbertalks, using Concrete-Pictorial-Abstract strategies, Bar Modelling, S.E.A.L and Teaching for Understanding in N5 and Higher.
- Support the continued implementation of RNRA in establishments through the continued development of imodule training, support through locality Network meetings, promotion of pupil voice and parental engagement, and support to achieve accreditation.
- Promote the use of the Compassionate and Connected Classroom and Renfrewshire's 'Skills for Recovery' programme to support the mental and emotional wellbeing of children, young people and staff.
- Provide high quality professional learning and resources, to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing. This includes areas that can impact on mental health e.g. LGBTI, substance misuse, relationships, sexual health, understanding self-harm and suicide.
- Develop new Alcohol and Drug Education curricular resources for Early Years – Secondary which will meet the recommendations of the Renfrewshire Alcohol and Drug Commission Report 2020.
- Lead the West Partnership Strategic PSE group for primary and secondary and collaborate with colleagues around self-evaluation within PSE/HWB inputs and accreditation from P7 to S6.
- Provide high quality professional learning to support teacher confidence in teaching additional languages and in language development through a cluster delivery model.
- In partnership with University of Strathclyde, and building on previous work, deliver 'Enquiry Based Learning in Primary 3' training to a further cohort of teachers and provide establishment follow up visits to support the implementation.

Parental Engagement

All of our establishments have been creative and innovative in successfully engaging with parents to support learning and teaching, provide vital information, and consult on what is working well and/or needs to improve. Indeed, use of a variety of digital platforms have been so successful and efficient in engaging a greater number of parents, that many establishments intend to retain and build on these as we move out of the pandemic. A local authority Parental Survey on 'remote learning' was conducted in January 2021, providing authority and school-level data. Most parents agreed that their child's experience of online learning was positive.

'Live lessons where teachers are using ingenious methods to keep kids engaged and also actively participating in live calls'

Parent

'A weekly call from the school and words of positivity and encouragement to continue their great work from teachers to students has been great and makes a big difference'

Parent

'Daily check in, being able to comment on how they're feeling and a light hearted, fun question included on the daily hello video from the teacher where they can reply on the blog has also been great and much appreciated'

Parent

Some parents expressed concerns over the effect remote learning was having on their child's mental health. In response to these concerns, our Skills for Recovery programme and Covid helpline provided very good support for parents in relation to their own self-care and in supporting their child. Signposting to

supports available, for example, our school counselling service, was also important in raising awareness of where help could be accessed quickly and easily.

Throughout the past year we have continued to develop 'Non-Violent Resistance' (NVR) approaches to support children, young people and families. Engagement in the programme has been high with approximately 80 families (including kinship & foster carers) accessing NVR Parent Groups. NVR Level One Training has been delivered to 14 establishments (including specialist establishments), Home Link, and Families First staff and we have developed an implementation plan to support 'whole school NVR' across the authority. Impact data for the first cohort of parent participants indicates that most parents reported a decrease in their child's behavioural problems and the majority of parents reported a decrease in emotional problems related to their child. Parents also highlighted: the positive impact of de-escalation strategies; their increased understanding of the importance of self-care in helping them to build positive relationships with their child; and the very good support from the group during lockdown.

Implementation of our revised Parental Engagement Professional Learning framework was delayed as a result of Covid demands on schools. A Sharing Practice Wakelet has been circulated to schools highlighting examples of effective parental engagement/family learning successfully implemented during school closure periods. A 'Walking Together with Parents in Renfrewshire' practitioner website has been developed to share good practice and information.

Our Pizza Learning programme successfully moved online and continued to offer very good family learning opportunities in targeted schools. New materials and a digital delivery model have been developed to enable this change of approach. 153 families successfully participated in Pizza Reading and/or Pizza Maths since January 2021.

Pizza reading has resulted in

“increased confidence in children and motivation to pick up another book. More family learning activities came out of pizza reading such as starting up cooking classes for families. A couple of parents actually went onto college afterwards to develop their own learning.”

Head Teacher

The impact of Covid has resulted in a reduced number of secondary schools being able to deliver the Parents In Partnership (PIP) programme as planned during session 20/21. However, the schools who did implement aspects of the programme had it positively evaluated by participants. There are some good practice examples of how home/school relationships have improved during school closure periods.

Inclusion Support Assistants and Home Link staff have worked collaboratively with pastoral care teams and external partners to provide very good

support to the most vulnerable learners in school and at home. Positive home/school relationships have continued to be developed, nurtured and improved to ensure digital inclusion and equity of opportunity. They made home visits, carried out regular online/telephone check-ins, supported young people to access online learning and provided practical support e.g. distribution of food parcels, IT hardware and stationery packs. Many also worked in our hub schools supporting the children of key workers and those who are vulnerable.

Since August 2020, the Language Bank has been used to support families through 75 face to face/telephone interpreting tasks and 32 written translation tasks. As a result of the support provided by the interpreters, families and schools have been able to: ensure letters from school were sent to families in their own language; ensure families welfare and education needs were supported through the periods of lockdown and remote learning; communicate on the progress of their children and receive support where required; apply for vital benefits with support; and progress their own English language and communication skills.

Parental Engagement

Parent Council Chairs from across Renfrewshire are regularly briefed and consulted on progress in taking forward improvement priorities by Children's Services' Directorate. During school closures, the Director of Children's Services continued to meet virtually with Parent Council Chairs in addition to using social media channels to provide regular communication to parents/carers through video messages, letters and responses to parental questions. A series of helpful documents were developed to provide information and advice for parents/carers on a range of different topics, including health and safety, Alternative Certification Model and arrangements during remote learning periods.

Next Steps

- Collaborate with an academic partner from Swansea University and the Attainment Advisor to collect and evaluate good practice across establishments and provide targeted training to support the embedding of parental engagement in learning.
- Explore how we use digital learning to widen access and increase parental participation capitalising on the success of engagement during remote learning.
- Provide bespoke support to schools around co-evaluation, co-creation and improvement planning in the area of parental engagement, making use of the West Partnership Self-Evaluation Toolkit.
- Provide ongoing central operational support around planning and implementation of PIP programme in secondary schools.
- Implement the national Parental Involvement and Engagement census and use the results to inform improvement priorities.
- Continue to support children and families through provision of Non-Violent Resistance (NVR) parent groups and support implementation of 'whole school' NVR through existing RNRA frameworks.
- Extend the scope and reach of the Pizza Family Learning Programme in targeted primary schools.
- Use Parent Survey responses to inform our parental engagement strategy and digital learning strategy.



Assessment of Children's Progress

Assessment and Moderation

All teachers continue to develop confidence in making effective judgements about children's progress; this has been particularly challenging given the extended periods of remote learning last session. However, a range of effective formative and summative assessment approaches have been used across early years establishments and schools to assess children's progress in literacy and numeracy.

Assessing the wellbeing needs of children and young people has also been a priority in all establishments. A number of primary and secondary schools have piloted use of the 'Glasgow Motivation and Profiling Wellbeing' tool to measure a young person's motivation and sense of wellbeing in the learning context linked to the wellbeing indicators. Results have helped to ensure interventions are in place to support targeted children and young people.

On publication of the updated SQA Alternative Certification Model (ACM), Renfrewshire Council developed clear and robust guidance which outlined specific actions at each stage of the process. Our aim was to maintain school autonomy to design their approach

to assessment based on courses and programmes experienced by their young people while ensuring there was a robust framework that supported a rigorous approach to quality assurance at all levels. Our focus was on ensuring that young people got the results that they deserved through inter-authority quality assurance processes which ensured grades were subject to rigorous checks.

The Central Education Team worked closely with all schools to ensure that the necessary support and challenge was provided. This included:

- Frequent secondary HT meetings with the Director and Heads of Service providing HTs with the opportunity to share ideas, ask questions and develop their thinking around the ACM.
- Internal verification guidance, closely aligned with SQA policy, developed with senior school staff. It set out best practice for the creation and validation of assessment and how schools would undertake moderation to ensure a shared understanding of standards and expectations. The policy was peer reviewed by another Local Authority.
- Grade analysis tool developed and shared with all schools enabling middle and senior leaders to look at the progress of young people in the context of trend data.
- Ongoing data analysis support provided by our data management team.
- Moderation teams for every subject created to provide external moderation if required. These teams were accessed at the request of schools or in response to local authority analysis and/or SQA feedback.
- Monthly meetings with subject leaders facilitated by Education Managers with agendas agreed in advance.
- Regular meetings of SQA coordinators including weekly drop-in sessions with SQA liaison manager.

Since the onset of Covid-19, Renfrewshire Council has placed protecting the interests of children and young people at the heart of our response. Schools remaining safe, open and welcoming – with a focus on health, wellbeing and intensified support for reducing inequity and enabling the highest quality of learning and teaching – has been critical. As part of our local Education Recovery Plan, Build Back Better, we sought to fully understand what impact the pandemic has had on the attainment and achievement of our children and young people. Whilst understanding the poverty related attainment gap has always been a service priority and focus, the pandemic has raised the profile of the gap even further. The aims of our Equity Audit were to: define what the attainment gap looks like now by comparing across all quartile schools; determine who the pandemic has had the biggest impact on; identify the potential reasons why the gap may have widened; and determine future steps. A sketchnote on page 40 summarising the findings is provided.

School Leavers

For 2020, attainment must be considered within the context that results were based on estimated grades. Leaver Destinations figures will also have been impacted by the pandemic. The availability of particular opportunities (employment opportunities, for example) may have been directly affected by the Covid pandemic.

The percentage of 2019/20 Renfrewshire school leavers in a positive destination is 94%. This represents a decrease (-1pp) since 2018/19 but an increase over 5 years. Renfrewshire is in line with the virtual comparator and marginally ahead of the national figure. Both comparators have decreased since last year. The percentage of leavers going into employment has decreased by 7 percentage points and is lower than any of the previous 4 years. This is a pattern that is replicated within virtual and national figures and is likely due to the Covid pandemic.

Renfrewshire continues to increase the proportion of leavers that enter higher education. The percentage of Renfrewshire leavers entering higher education and employment is above both the virtual and national comparators. Within further education, Renfrewshire is slightly above the virtual comparator and behind national.

Attainment in literacy and numeracy continues to be strong. The percentage of young people achieving SCQF Level 4 and SCQF Level 5 is ahead of both virtual comparator and national figures. Average total tariff points have increased across all attainment cohorts since 2018/19 but Renfrewshire remains behind the virtual comparator in the middle attainment cohort. The gap between SIMD 30% most and 70% least deprived pupils has narrowed slightly in 2019/20 but there is a flat trend over the previous 4 years.

BUILD BACK BETTER: RENFREWSHIRE'S EQUITY AUDIT

KEY FINDINGS

- ATTAINMENT GAPS BETWEEN ALL QUARTILES
- greatest gap in literacy (especially writing) in P4 & P7
 - gaps have emerged in social & emotional development and listening & talking attainment in P1s

BIGGEST ↓ IN ATTAINMENT SEEN IN CHILDREN WITH

- additional support needs
- behavioural issues
- entitlement to free school meals & clothing grants

IMPACTING ON HEALTH & WELLBEING

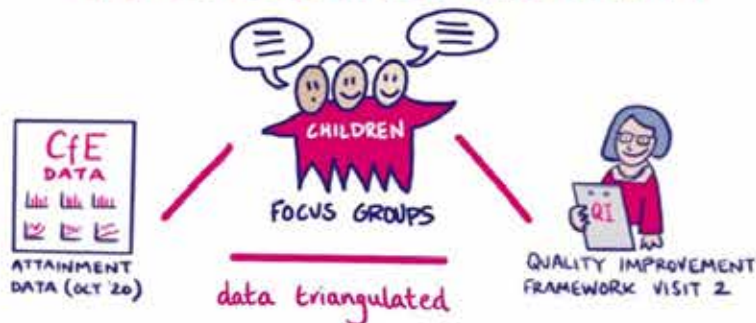
- I miss my pals
- When will it be normal?
- I'm worried about Gran
- especially mental health
- ↑ feeling anxious and stressed

WHAT IS THE IMPACT ON OUR ATTAINMENT GAP?

AIMS

- What does the attainment gap look like now?
- Who has the pandemic had the biggest impact on?
- Why might the gap have widened?
- What should the next steps be?

HOW WE CONDUCTED THE AUDIT?



STEPS TAKEN

Schools working with children to narrow the gap through supports & interventions

AUG 2020

Significant investment in digital infrastructure

A wide range of high quality services & resources available to support the health and wellbeing of all children, young people and families

Planning Day

DEC 2020

Short-term
medium
long-term

OUTCOMES

LOCKDOWN RETURNS

CLOSED

JAN 2021

PRIORITY REMAINS TO CLOSE POVERTY-RELATED ATTAINMENT GAP, WHILE RAISING ATTAINMENT FOR ALL

Achievement of a Level Data— P1,4,7

Prior to the pandemic, very good progress had been made in improving levels of attainment in literacy and numeracy and in closing the poverty related attainment gap. Data from the Achievement of a CfE Level returns indicated that increases in attainment in literacy and numeracy had been maintained or surpassed. The attainment gap between children living in the most deprived areas and those living in the least deprived areas had continued to decrease across most measures since 2016/17. However, lockdown and school closures have significantly impacted on the attainment and achievement of our children living in the most deprived areas; this has caused the attainment gaps to widen. The largest decreases in attainment are seen in P4 and 7 in writing.

We have been very proactive from the outset in establishing our authority position post lockdown. Carrying out our local equity audit, visiting every establishment, gathering data snapshots and surveying parents and staff, have allowed us to actively plan, through the Scottish Attainment Challenge, to begin to mitigate against the

negative impacts of the pandemic on attainment and achievement. We were very successful in narrowing the poverty-related attainment gap prior to the pandemic and are confident that our plans in place to provide targeted support will enable us to do so once again.

Transition Support

We continue to support establishments to narrow the gap for disadvantaged groups and give support to targeted children, young people and families at key transitions. Transition teachers continued to work successfully across primary and secondary schools to support curricular transitions for targeted children and young people. They have worked collaboratively with schools, partners and parents to support learning during lockdown and periods of remote learning. Both P7 and S1 young people have been supported with learning universally through team teaching and in a targeted way, continuing to offer support in literacy and numeracy using digital means. They also continued to connect with parents during lockdown.

To support learning transition, the transition team produced learning at home flipbooks for families, a sharing practice Wakelet and termly

Sways for practitioners. They also added value to the transfer of information system, by advising secondary practitioners about the learning needs of young people transitioning from P7 following lockdown, which enabled responsive planning. A family survey shows that 100% of parents of target children and young people agree that the transition teachers helped their children to settle into learning following lockdown and 99% of parents agree that transition teachers supported parent confidence in how to support their children's learning at home.

Differentiation

To promote effective differentiation approaches in Early Years and Primary schools, a support resource was developed by the Learning and Teaching team in collaboration with our Attainment Advisor. The resources are flexible to enable schools to tailor them to suit the needs of their own context. Bespoke professional learning will be offered next session to targeted establishments to support its implementation.

Assessment of Children's Progress

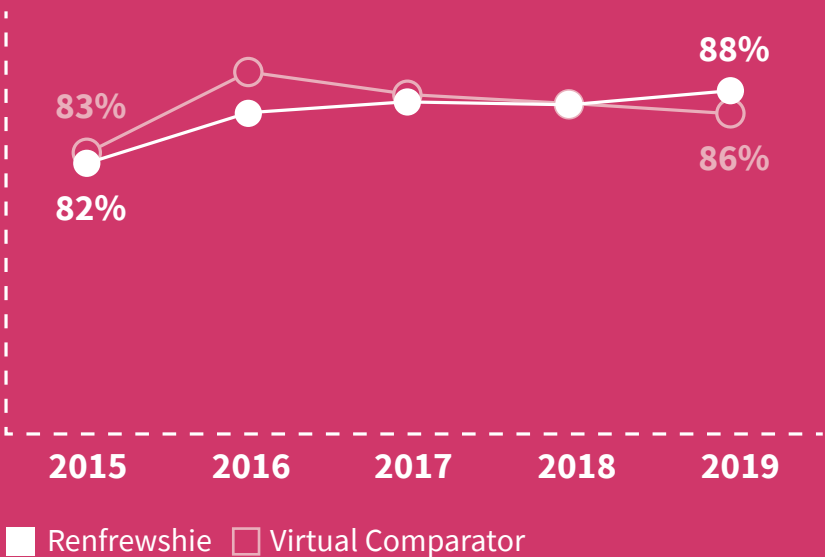
Renfrewshire attainment

School Leavers

S4-S6

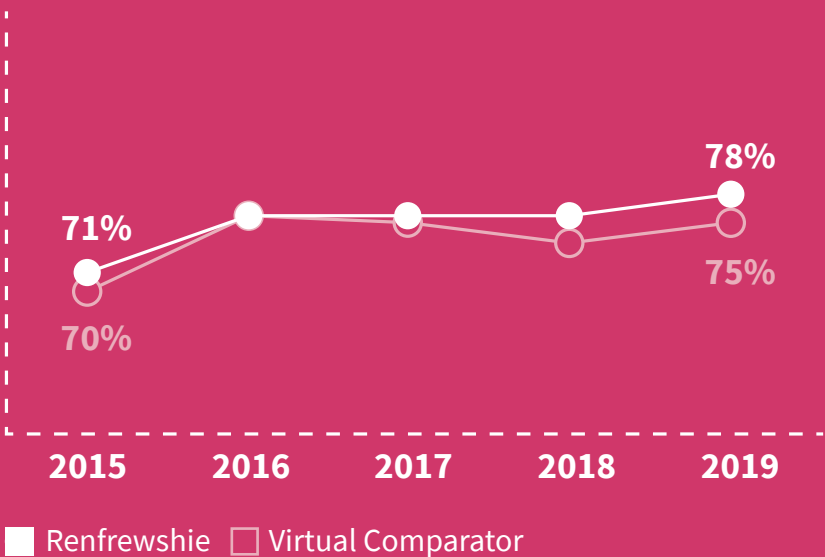
% Leavers Achieved Level 5 Literacy

Up 6 percentage points over 5 years
in line with Virtual Comparator



% Leavers Achieved Level 5 Numeracy

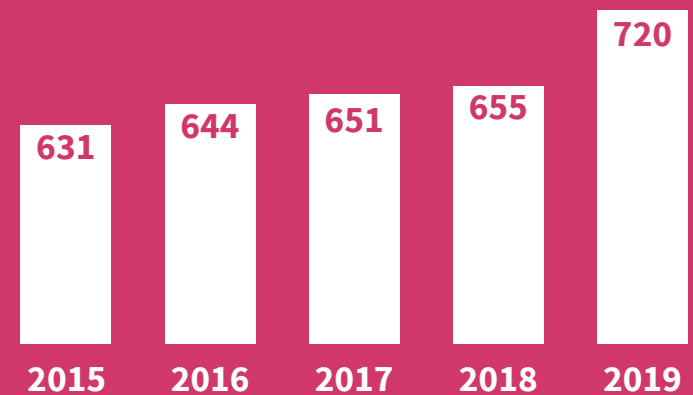
Up 7 percentage points over 5 years
in line with Virtual Comparator



**Average Total Tariff—
All Leavers 2019/2020**



**Average Total Tariff—
SIMD 20% Most
Deprived Leavers**



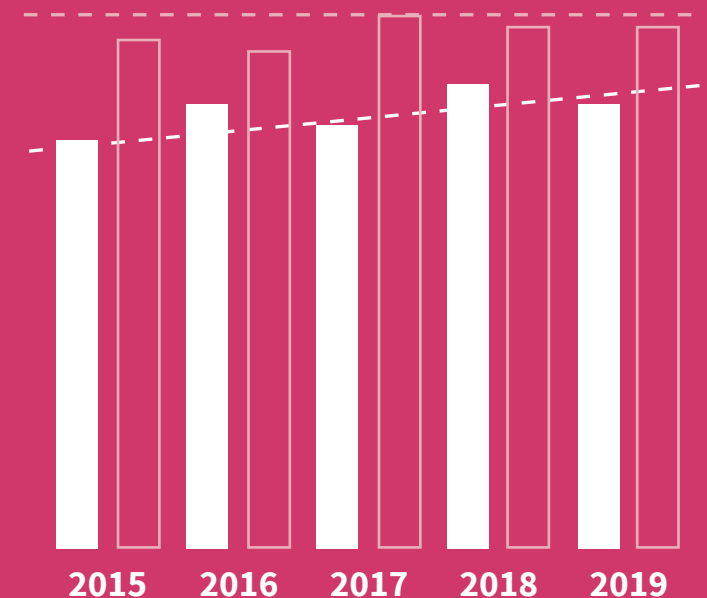
**94% of 2018/19 school leavers
went on to positive destinations**



**% Leavers in a
Positive Destination**

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

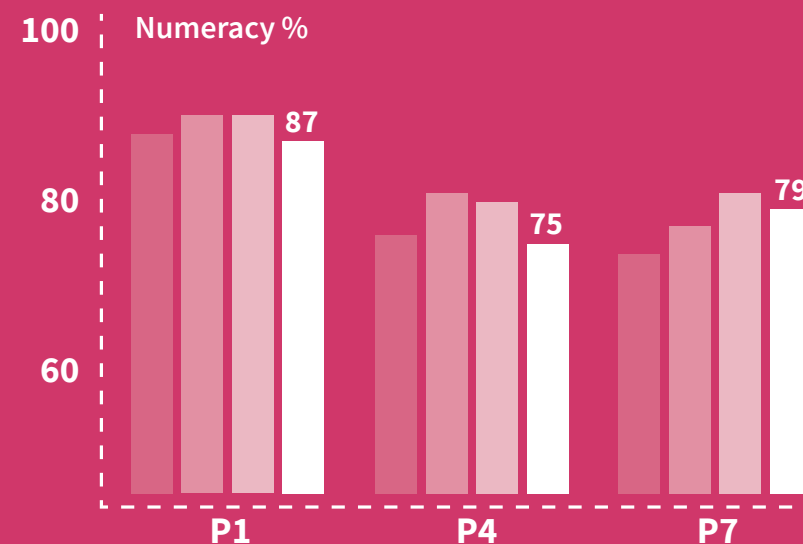
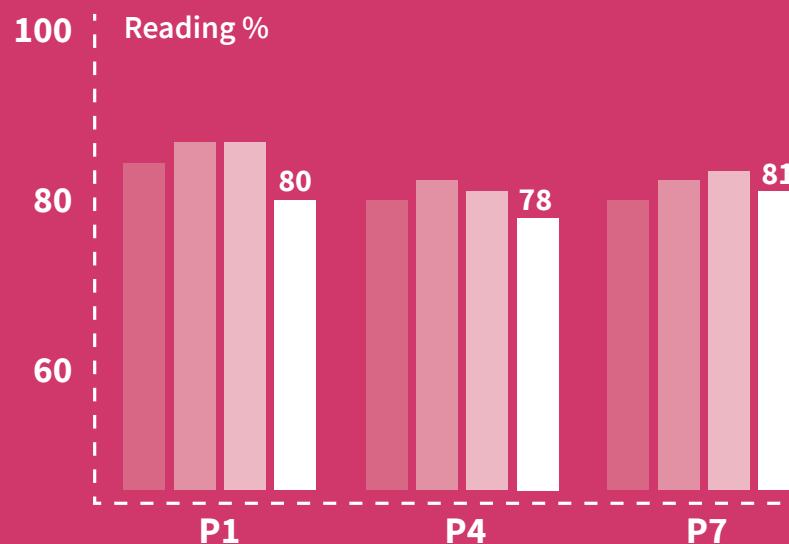
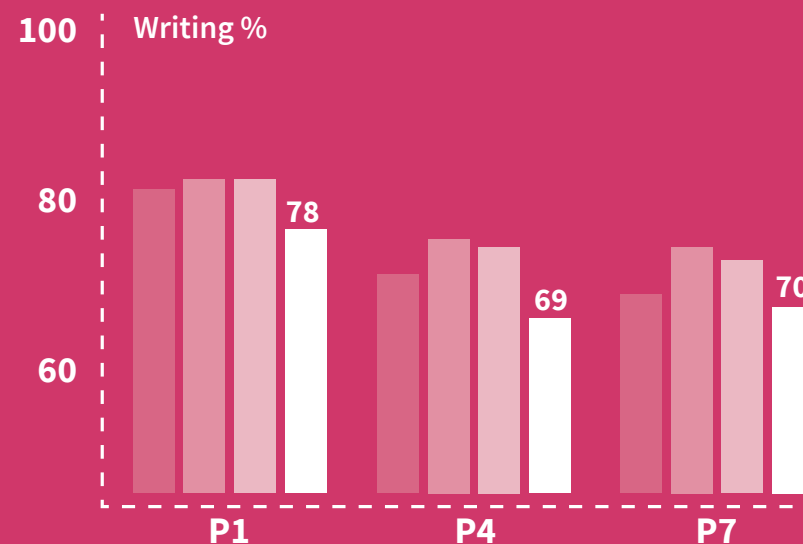
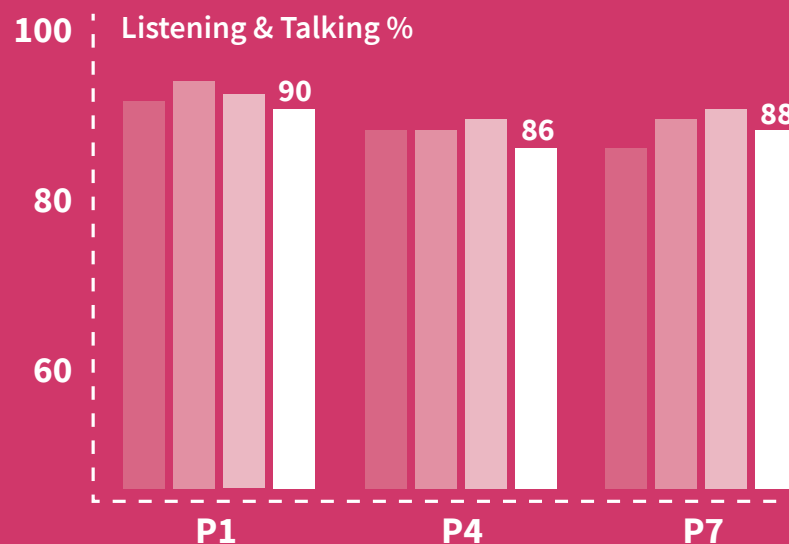
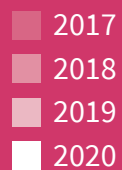
■ Quintile 1
■ Quintile 5



Assessment of Children's Progress

BGE Attainment

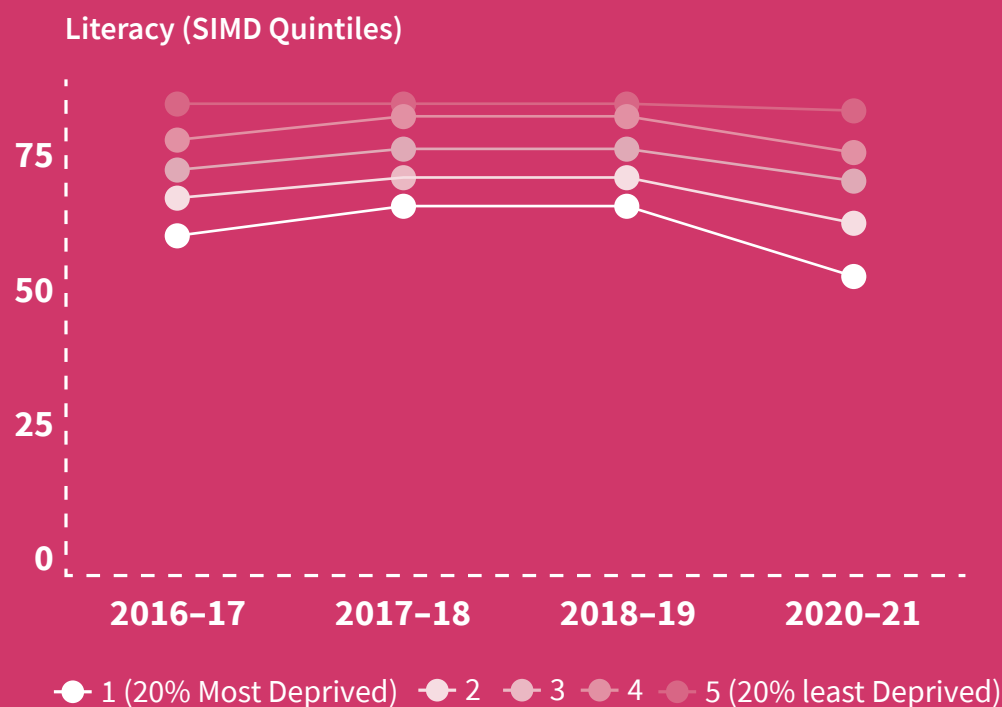
P1/P4/P7
Percentage Achieving
Expected CfE level
2017 to 2021



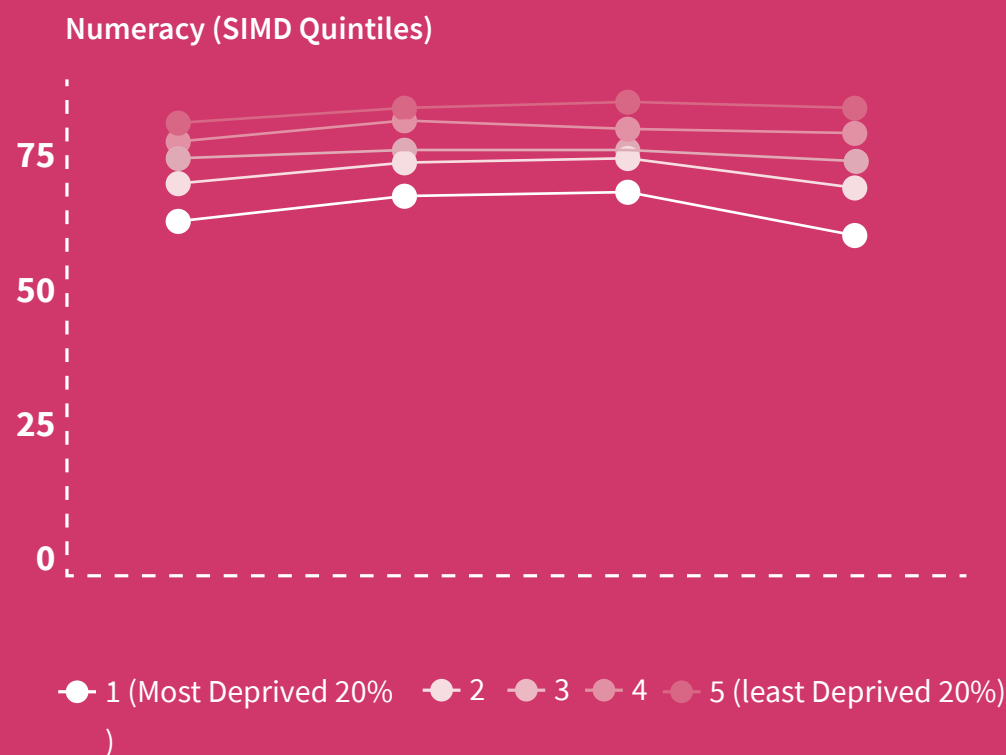
Attainment has decreased
following school closures
in 2020-21

Attainment Gaps

% Achieving Expected CfE Level by SIMD Quintile (P1/P4/P7 combined)



Attainment has decreased across all groups but highest impact on pupils living in most deprived areas



Due to the pandemic there was no national collection of Achievement of a CfE level (ACEL) data in 2020.

In 2021, ACEL data was collected nationally for P1,4 and 7 only.



Counselling services

Both The Exchange and Place2Be provide very good school-based counselling services to support children and young people across our primary, secondary and ASN schools. These services are supporting improvements in the emotional wellbeing of children, young people, staff and families. In addition, the services have been flexible and responsive in providing emotional support to groups of children, young people and staff to cope with critical incidents in school communities.

Since August 2020, Place2Be have supported over 700 children and young people in targeted schools through 993 drop-in sessions, 532 one-to-one therapeutic counselling sessions, 270 parent partnership sessions and 422 staff Place2Think sessions. The work of Place2Be in secondary schools was showcased at an online webinar in December 2020 at which both the Place2Be CEO and the Regional Director for Scotland joined school staff and young people to highlight the positive impact of the service in Paisley Grammar school. Since August 2020, The Exchange have supported over 1150 children and young people through 1-1 counselling in addition to group work and support to families.

**‘I get everything off my mind,
to make my mind clear.’**

Primary child

**‘I really like my counsellor, she’s
helped me understand how
to ask for help’**

Primary child

**‘We are really grateful for The-
Exchange’s quick responsiveness
to the critical incident that took
place and how quickly you worked
to support the young people,
knowing that this type of response
is available is great’**

Head Teacher

**‘Thank you for your help today, this
has been really affirming and I have
a much better understanding of
how I can help my son now.’**

Parent

Supporting Inclusion of vulnerable Children and Young People

In light of the education recovery plan, a revised system to access support through our Education Support and Resource Group (ESRG) was put in place when schools returned in August 2020. This recognised the impact of lockdown and ensured that schools received a quick response to requests for support.

Work has been ongoing this session with the home link service to reframe intervention in line with our local Community CYP Mental Health and Wellbeing framework. An increased number of Home Link staff have been trained in a range of evidence-based approaches. This will ensure that recovery support from the service focuses on key mental health and wellbeing priorities. Focused engagement took place with staff on the October in-service day on the direction of the service. As a result, all staff are positively engaged in the change process.

Work on the Additional Support Needs (ASN) review resumed in late 2020. Workstreams were refreshed to take account of the recommendations of the national Additional Support for Learning (ASL) review. A paper describing the locality model through which our ASN services will be organised in the future was approved by the ASN review steering board and shared with Head Teachers, managers and key staff involved in the review. As a result, there is now a clear vision and operational plan for the improvement of our ASL services.

All leaders participate in Locality Inclusion Support Networks (LISN); a peer support framework where leaders from different schools take a solution oriented approach to addressing the social, emotional and behavioural needs of identified children and young people. Early years LISN groups have been established around admission panel clusters and now operate in all areas. This also involves partnership nurseries. Sectoral LISN chairs continued to meet and a survey was carried out which has informed the position of LISN within ASN governance arrangements.

The Home Link service delivered a wide range of supports and interventions across education establishments, including: extensive home visiting; parenting support programmes; group work for children and young people on trauma informed approaches; social skills and friendship groups; and delivery of the new Seasons for Growth resources to support the recovery process.

During periods of remote learning, our most vulnerable children and young people as well as children of key workers continued to attend their school to receive face to face learning and teaching. Robust guidance was developed to ensure that vulnerable children and young people were safe and supported. To assist schools and early learning and childcare centres with recovery planning, needs assessment guidance and advice was developed.

Assessment of Children's Progress

Care Experienced Children and Young People

A wide range of effective supports have been established and implemented for care experienced children and young people across Renfrewshire.

Our Aberlour Attain mentoring service is providing bespoke mentoring support to help raise attainment and improve the life chances of 56 young people. There are currently 72 volunteer mentors in place. This year very good progress has been made to support children and young people throughout the pandemic and approaches were adapted in line with national guidance. As part of delivering 'The Promise' and to help our children and young people fully understand their rights, innovative activities such as 'The Promise Young Detective Project' have been successfully delivered. In addition, all young people were provided with a USB containing 'The Promise' along with a keyring with 'The Pinky Promise'.

The 'Support to Promote Attendance/Attainment for the Care Experienced' (SPACE) Team adapted their approaches during lockdown and continued to provide support in hubs and in the community. The team conducted telephone calls and engaged digitally with children and young people. SPACE practitioners have worked with individual young people to address emotions and anxieties experienced as a result of isolation, lack of peer associations and reduced social activities. Practitioners provided continued support and guidance to parents ensuring that they were able to begin to re-establish and apply more appropriate routines and boundaries as they emerged from lockdown. The team is currently working at full capacity supporting over 60 cases through daily engagement with young people which has been very positive. Over the last year, 20 cases have closed with positive outcomes and 4 progressing on to further education.

'Since meeting my SPACE worker, I have been calmer and happier. She has taught me new coping skills she makes me feel safe and less anxious about high school, she helps me when I feel down I trust her and confide in her.'

Young Person

As part of the ASN review, work is ongoing to improve data management and capture. The objective is to develop a topical and comprehensive view of the child using Eclipse, SEEMiS and other ASN data, stored in one place, to support improvement in the management and delivery of the ASN service. The pilot will commence using data related to care-experienced young people. The development of the data repository is complete, with the build and the process for Eclipse and SEEMiS downloads in place.

Ten care experienced young people took part in the online art class and 19 applications were granted for small grant awards this year. The grants have allowed care experienced children and young people to access driving lessons, bass guitar lessons, horse riding lessons, membership to clubs and access to equipment such as cameras and laptops.

‘The flexibility of approach, even with the pupils themselves has led to success for pupils in our school e.g. supporting complex hub needs in school setting, taking time to speak to the child in their home setting and getting to know them better, taking the child out into the community to help build their cultural capital with experiences they may have missed out on due to circumstances.’

Depute Head Teacher

“She really enjoyed going out to the escape rooms and engaging in problem solving activities. It has had a positive impact on her ability to engage with social worker in a more confident way when discussing other areas of her life. For example, she has been able to talk to me more openly about her questions about birth family”

Carer

“I treasure my new camera. I don't bring it out when with friends as it may get damaged. I am due to attend college in August and having a new camera means that I will be able to fully participate in the class which I wouldn't be able to if I had not received the camera.’

Care experienced young person



Assessment of Children's Progress



This year, Children's Services hosted our first digital conference focused on care experienced children and young people. A series of keynote speakers were invited to present to a range of practitioners from across the authority including Head Teachers, teachers, social workers, educational psychologists and central teams. Keynotes included:

- Judy Furnival on corporate parenting
- Ryan McCuaig on the power of positive relationships
- Thomas Carlton on The Promise
- Dr. Peter Tomney on aspirations for care experienced children and young people

Over 360 Renfrewshire colleagues attended the conference and feedback was very positive, being described by Head Teachers as “powerful” and “inspiring”.

The Association of Scottish Principal Educational Psychologists were given access to the material as part of a seminar about The Promise and the need to respond as a profession. A short seminar was led by Renfrewshire's Depute Principal Educational Psychologist (EP) with 30 EPs from across Scotland in attendance.

‘I thought yesterday's event was excellent and inspirational! I loved the tone of the session; you emphasised the pace of change required but gave very clear and manageable ways in which Services can start to do this.’

LA Principal Educational Psychologist

Next Steps

- Using Achievement of a Level data collected in June 2021, identify schools impacted most negatively by the pandemic and provide a package of targeted bespoke support in literacy, numeracy, differentiation, parental engagement and digital learning. (See 'Next Steps' under previous sections for more detail on specific interventions).
- Improve employability skills and support all of our young people to enter positive and sustained post-school destinations. (See pages 57–58)
- Continue to work with secondary schools and the SQA to ensure the successful implementation of NQs for session 2021/22, taking account of any updated advice and guidance.
- In partnership with Educational Psychology colleagues, revise our current procedures for the identification of young people with specific literacy difficulties and provide a range of CLPL and resources to support practitioners.
- Implement the national Health and Wellbeing census and use the results to inform improvement priorities.
- Support establishments to utilise the West Partnership Portal to self-evaluate schools' and ELCC approaches to moderation. Provide opportunities for establishments to participate in relevant professional learning in assessment and moderation.
- Extend and embed our collaborative targeted support offer to children, young people and families at key transitions to close the attainment and achievement gap. Continue to work and plan collaboratively with schools, parents and partners to support seamless literacy and numeracy learning transition from P7-S1.
- Extend counselling services to under 10s and to include parents where appropriate, across primary, secondary and ASN schools.
- Develop the work of the Home Link Service and Families First to deliver on the priorities of the Community CYP Mental Health and Wellbeing Framework by increasing the number of staff trained and delivering on the agreed range of evidence based approaches.
- Implement a number of small tests of change which will operationalise aspects of the ASN locality inclusion model prior to full implementation in August 2023.
- Explore and develop the role of LISN at a systemic level as the implementation stage of the ASN review is progressed during 2021-22.
- Launch revised promoting positive relationships policy and implement across all establishments supported by appropriate training.
- Deliver on 'The Promise', supporting care experienced children and young people, through a range of programmes and approaches.
- Ensure the rights laid out in the United Nations Convention on the Rights of the Child (UNCRC), that all children have to be treated fairly, be heard, and be as healthy as possible, will be embedded in policy in line with legislation. Raise awareness and undertake an audit, of where we are currently with compliance, to agree priority areas.

School Improvement

Scottish Attainment Challenge Summary of Progress 2015-20

In December 2020, the Education Scotland Attainment Advisor worked alongside local authority project leads to analyse data and evidence the impact of our Scottish Attainment Challenge work over the last 5 years.

The following key strengths were identified:

- Well-structured programme management ensuring clearly defined approaches.
- Partnership working to enhance impact including coordinated approaches in the sharing of data.
- A sector-leading approach to professional learning including a highly effective leadership programme and a programme for classroom assistants.
- Evidence-based approaches to the teaching of literacy have led to delivery of a high-quality literacy curriculum.
- Very good moderation activities provided across the authority.
- Staff are skilled at recognising and addressing the impact of poverty on families.
- Attainment in literacy and numeracy in the broad general education has improved over time and the authority continues to perform above national averages with decreasing poverty-related attainment gaps across stages.
- Schools have been supported to deliver a Senior Phase which ensures appropriate pathways for young people and provides them with the opportunity to achieve a range of qualifications.
- There has been an increase in positive destinations for leavers from areas of highest deprivation.
- The views and voices of children and young people are shaping improvements across the authority.
- The roles of inclusion support assistants and transition teachers have supported improved attendance, reduction in exclusions and transitions among targeted groups.
- Almost all establishments in all sectors are fully engaged in Renfrewshire's Nurturing Relationships Approach and there is a wide range of high-quality services and resources available to support the health and wellbeing of all children, young people and families.
- The work of the Support to Promote Attendance/Attainment for the Care Experienced (SPACE) team is effectively improving attendance and health and wellbeing for care experienced children and young people.
- The development of a parental engagement strategy has been a key focus to support establishments with their planning around parental engagement.
- The authority's approach to the use of data to inform all aspects of its work has led to the development of a positive data culture.
- Increased opportunities to work in partnership within, across and outwith the workstreams including with a range of academic partners have been impactful.

During the last academic session, our planned Quality Improvement programme adapted and evolved to meet the needs of school and early years communities and to assist the recovery process in our aim to achieve equity and excellence across all establishments. We required to respond quickly to the ever-changing national picture in relation to the pandemic and support establishments to understand the national and local Covid guidance.

To ensure leaders felt supported, Education Managers/EY Officers chaired regular online small group meetings with their link Heads of establishment to provide information updates, share practice on what was working particularly well, and provide time for open discussion on issues arising. Standing items on the agenda for the meetings had a strong focus on equity. For example, arrangements for monitoring vulnerable children and young people, tracking of remote learning and online engagement, IT hardware inequities and use of PEF/Cost of the School day

funds to support families. Feedback from Heads indicated that they very much valued these opportunities to collaborate in small groups with colleagues who were experiencing similar challenges. These small group meetings will continue next session.

Guidance and advice to establishments on improvement planning and reporting on standards and quality has evolved in response to unfolding events. In line with Scottish Government advice, establishments have been issued with clear guidance and advice on reporting and planning.

Digital Learning

Very good progress has been made in implementing Year 1 of our 5-year Digital Plan – Assess, Build, Innovate. Our strategy is underpinned by the aim to develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.

Infrastructure

To improve our infrastructure and ensure that all children, young people and schools have access to hardware, wifi and well-researched digital platforms/software to ensure equity and improve outcomes, approximately £1.5 million has been invested:

- 1600 Chromebooks were allocated to Senior Phase young people and 150 are being managed centrally to support identified children access remote learning due to self-isolating or shielding.
- 500 dongles were distributed to ensure that all children and young people had internet access to support learning at home.
- Wifi upgrades were provided to improve connectivity in all secondary and ASN schools.
- Over 2000 additional devices were provided; all schools benefited as well as targeted schools to ensure equity across the authority.
- Access to Windows 10 laptops provided for all teachers.

School Improvement

Resources—Capacity and Capability

To ensure all practitioners have improved skills and increased confidence in using digital tools to enhance learning, teaching and parental engagement:

- Numeracy software was provided for Primary and BGE which has been shared with all S1 families to support transitions.
- Literacy software trial supported in-school and at-home learning.
- Web-filtering software purchased to safeguard devices and process agreed for ensuring new software is GDPR, Cyber and DPIA compliant.
- Digital Needs survey carried out with all staff led to provision of extensive training opportunities and support for school Digital Learning Champions (DLC).

Engagement, Coordination and Communication

Creative use of various digital platforms has strengthened family learning in almost all establishments. We are developing a flexible, layered and empowered Renfrewshire approach to digital learning through our 5-year Digital Plan.

- Our Digital School online resources and Google Classroom ‘Ask a Teacher’ provided very good support to children and young people who had to self-isolate or were shielding.
- Over 200 secondary young people accessed a ‘Teacher Surgery’ where teachers across Renfrewshire supported with subject-specific questions.
- A Digital YouTube channel was created to provide a space for staff to access professional learning as and when it suited them including recordings of our CLPL sessions and a variety of ‘how to’ videos on a range of skills that have been requested.
- Our Digital Learning site was redesigned to provide a ‘one-stop’ shop for all things related to digital learning.

Learning, Teaching and Assessment

- We provided professional learning on digital learning pedagogy to promote a shared understanding and provision of high quality learning online.
- 95% of schools have engaged directly in high quality professional learning sessions or bespoke training this session.
- Over 300 staff have participated in professional learning ranging from weekly drop-ins for Digital Learning Champions to sessions led by our partnerships with Apple, Education Scotland, Google and Microsoft. Almost all staff found the materials helpful for learning and teaching and rated every session as 4 or 5 stars.
- Our Numeracy and Digital Learning Development Officer piloted a successful series of Supported Study Sessions for Higher Maths with 147 young people from 8 secondary schools participating.

‘Thank you so much for running these sessions, I’m really getting a deeper understanding of the topics. The worked solutions for each question is super helpful to see where I’ve gone wrong. The pop quiz was also great for interaction and refreshing last week’s work.’

Young person

‘Thank you so much for coming online to help us, some people in my year have been self-isolating this week so being at home trying to learn maths can be so difficult but tonight has definitely helped me and now I have a bit of belief in myself that I can do this.’

Young person

- All schools have a Digital Learning Champion (DLC) to support and promote high quality digital learning and teaching. Our Renfrewshire DLC Teams site provides helpful guidance, advice and information to support them in their role.
- 14 schools have achieved the Digital Schools Award and/or the Cyber Resilience and Internet Safety award with a further 44 schools registered.

‘I now feel better about gathering the documentation for the Digital Award.’

Teacher

‘The YouTube videos look really good for sharing with staff.’

Teacher

‘Thinking about using the quality of answer options when using Forms as a learning resource.’

Teacher





Regional Improvement Collaborative—West Partnership (WP)

Renfrewshire Council education staff continue to be active leaders and participants in taking forward the actions for improvement within the 3 workstreams of the West Partnership Plan 2020-23. A range of mechanisms, making effective use of digital technologies, have been used to deliver virtual learning opportunities to colleagues across the West Partnership and have created a number of virtual networks which enable group meetings and discussions. Despite the challenges, the partnership is building a strong learning system in the West focused on equity, excellence and empowerment. The opportunities for practitioners and central officers to share learning and practice outwith their own establishments/ authority, and to collaborate on pieces of work to support the Covid response, have been invaluable this year.

Implement Renfrewshire's expansion of early learning and childcare from 600 hours to 1140

Renfrewshire Council has very successfully implemented the expansion of 1140 hours of early learning and childcare to eligible children, with 94% of children aged 3 to 5 years and 99% of eligible 2 year olds receiving this during session 2020-21. This is despite a delay, due to the Covid pandemic, in some of the Council's planned infrastructure work required to support the expansion. Almost all of the required staff are in post to support the 1140 expansion. Our 'Grow Your Own' staff strategy related to the employment and training for Modern Apprentices and Support Workers has been very successful. The increased provision of early learning and childcare continues to enable children to experience deeper and extended learning opportunities. Parents are also benefiting financially due to reduced childcare costs and are able to secure employment and training.

Improve employability skills and support all of our young people to enter positive and sustained post-school destinations

All young people in the senior phase were supported to make appropriate curricular choices and pathways. Consortium arrangements continued to support the delivery of Advanced Highers for all young people who wished to undertake them.

The 'Skills for Success' partners group was replaced by the 'Renfrewshire Economic Recovery Group', which has representation from Children's Services and key partner organisations, and is focused on ensuring all young people are provided with opportunities to prepare them for the world of work, including skills for work and work placements.

The Renfrewshire Community Benefits Forum has continued to provide opportunities to engage with a growing number of local employers, approximately 150, who offer work experience and potential employment to our young people.

The Career Education Standard is now featuring in almost all schools with skills for life and work a key component of curriculum delivery. Schools are becoming increasingly creative in the opportunities they are offering for accreditation of wider and personal achievement both within the senior phase and the broad general education.

Foundation Apprenticeships continued to run last year, despite the challenges of the work experience element, which had to move to online delivery, with 44 young people undertaking these. At present there are 72 applications across Renfrewshire schools, for Foundation Apprenticeships for session 2021/22.

Our schools, working in partnership with the Development Officer for Engaging Learners, provide very good support to school leavers across Renfrewshire schools. The Officer met with over 300 young people who had been identified as being most at risk of not achieving a positive destination. Follow up phone calls and sessions have since been offered over summer months to help support transition into post school destinations. This not only allows us to signpost to appropriate supports but also to ascertain if young people are eligible for funding/bespoke opportunities.

Fortnightly tracking and monitoring meetings taking place with key partners (Skills Development Scotland, Invest, West College Scotland) to ensure that opportunities for young people are maximised on an ongoing basis. Schools Career Information Advice and Guidance commenced in July. Flexible onsite work placements resumed in June 2021; a number of young people were out on extended placements over the summer. Working in partnership with Career Ready Scotland, a pilot in two schools provided the opportunity for 3 young people to participate in blended mentoring and work experience placements within Renfrewshire Council.

The 'My Future Pathway (MFP)' Construction programme successfully ran for a third year. Due to the pandemic, young people experienced a full virtual delivery model. 92% of young people enrolled on the programme completed the course and are awaiting dates to complete their CSCS (Construction Skills Certificate Scheme) card test. Over the course of 20 weeks, young people



attended virtual site visits, work experience, employer visits and employability sessions. All young people were put forward for a work experience badge, City and Guilds Employability Badge and, on completion of relevant application, a guaranteed interview for two college NPA courses. 91% of the 2019/20 MFP cohort have sustained their destinations over the pandemic and will now move forward to the next stage of their MA journey.

The MFP online employability website and careers fair, an online resource developed to support employability and careers awareness, hosted a number of 'Day In the Life of' videos, a full careers fair and employability segment supporting transitions from school into employment, training and education. Since its launch in January 2021, the website has had over 1700 views. Our 'Hire Me!' Employability workshop, a 6-part series developed and delivered by Akari Solutions, provides very good support for young people in a range of areas including making your CV stand out, interview hints and tips and how to sell yourself.

Partnership with Glasgow School of Art

Unfortunately, due to the pandemic, almost all work planned in relation to the partnership between Glasgow School of Art and one secondary school did not go ahead. Portfolio classes took place online for students across Paisley to support young people in their preparation for application to further and higher education institutions. Plans to resume this partnership working are in place for next session.

Science, Technology, Engineering, Maths (STEM)

Our highly evaluated partnership programme with Glasgow Science Centre (GSC) delivered a unique education programme that supports high quality STEM learning in the classroom and at home. Engagement levels across Renfrewshire schools were high with 31 primary schools and 6 secondary schools successfully participating in the programme.

**DEVELOPING THE YOUNG
WORKFORCE**



SENIOR PHASE

Building on the
curriculum for Excellence

Increased awareness & uptake
of the **APPRENTICESHIP** family
(Foundation • Modern • Graduate)

1st in Scotland
to pilot the
FA in
Digital
Manufacturing

Mentoring & 1:1 support
offered by local businesses



New
Partnerships

College & University
visits breakdown the
barriers of the "unknown"



NEED TO BE
ABLE TO TAILOR
PROGRAMMES &
OPPORTUNITIES
TO SUPPORT
SPECIFIC PUPILS

CPD to support more
Vocational Courses

**My Future Pathway
Programme**

for example -
The construction
programme runs
over 24-30 weeks
~ taster days
~ 2 week placements
~ digital qualifications
~ CSCS Card training
~ H&S SQA L2
~ Networking
with employers
& colleges

developed to EMPOWER pupils
& help them make INFORMED
decisions - providing experience,
skills & qualifications through:

- work
- apprenticeships
- college
- University

(Construction, Hospitality,
Design, Manufacturing
& Employability)

EXPANSION
of volunteering & work-based
learning opportunities



STEM
Fortnight

- work experience
- site visits
- mentoring
- skills transfer events

Impact

% young people → +ve destination

2014-15 - 92%

2018-19 - 95% (↑ 3%)

Covid Impact
2019-20 - 94%

Proportion of leavers that enter higher
& further Education continues to increase

School Improvement

Renfrewshire Council has committed to participation in the RAiSE programme with the Wood Foundation and Education Scotland, to increase primary practitioner confidence in the teaching of STEM. A new Primary Science Development Officer will support implementation of the programme next session.

Next Steps

- Fully implement the expansion of 1140 hours of high quality early learning and childcare to all eligible children from session 2021/22 onwards.
- Implement Year 1 of the refreshed QIF, to promote empowerment and greater collaboration between establishments.
- Implement Year 2 of our 5-year Digital Plan – Assess, Build, Innovate to promote a flexible, layered and empowered approach to digital learning that supports the best outcomes for all children and young people.
- Introduce Cohort 1 of Improving our Classrooms – a programme of high-quality professional learning, which places classroom practitioners at the heart of leading school improvement.
- Review and refresh the senior phase offer in line with the recommendations of the OECD Report on CfE, to ensure a range of opportunities are available to young people which maximise their chances of success.
- Develop a flexible, bespoke work placement model across all schools.
- In line with the Young Person's Guarantee, strengthen links with local employers and community benefit groups to ensure that young people are provided with opportunities and are equipped for the world of work.
- Working in partnership with SDS, continue to support the delivery of the Career Education Standard 3-18 across schools.
- Ensure that all schools and partner agencies (SDS and Invest) have systems in place to implement the revised expectations for tracking and supporting young people into positive and sustained destinations post school.
- Continue the rollout of partnership work with Career Ready Scotland, offering mentoring and work experience placements for identified young people in secondary schools.
- Continue to promote and support Developing the Young Workforce and Career Education Standard within Primary sector – include further Insight into Industry Pilots.
- Further develop My Future Pathway Programmes and extend the offer to more young people in Renfrewshire.
- Re-affirm the aims and objectives of the Glasgow School of Art (GSA) and Castlehead High partnership and develop a programme of staff training in creative approaches to curriculum delivery.
- In partnership with the Wood Foundation and Education Scotland, participate in the RAiSE programme to increase primary practitioner confidence in the teaching of STEM.
- Extend partnership working with Glasgow Science Centre to include primary children and teachers working at First Level and increase the opportunities within the programme to further develop family learning

Performance Information

Across the service, a wide range of accurate data is used very well, centrally and within establishments, to monitor and track the impact on learning, raising attainment and closing the poverty related attainment gap.

For 2021, the absence of external examinations led to teachers using robust assessment and moderation processes, as well as rigorous quality assurance at school and authority level, to enable young people to demonstrate their skills, knowledge and understanding of courses studied. Analysis was provided by the central Data team to support school quality assurance processes. This included a Grade analysis tool developed and shared with all schools which enabled middle and senior leaders to look at the progress of young people in context of trend data. Monthly meetings with subject leaders were facilitated by Education Managers to support the moderation process.

The Data team have continued to deliver on key actions, providing analysis and very good support to schools while responding to changing needs as a result of the Covid pandemic. The availability of analysis has been improved following the launch of interactive

data dashboards, created using PowerBI data visualisation software. These dashboards have replaced PDF reports which were previously shared via email. The initial phase of dashboards includes analysis of attainment, attendance, exclusions and demographics. The benefits of these dashboards are that staff are now able to produce their own analysis using report filters, can visualise key trends, and have easy access to all information provided by the team. It also improves the turnaround speed from the team receiving data and being able to share it with schools.

Very good progress has been made in supporting teachers' data literacy skills. Online training sessions were provided throughout the second half of the 2020-21 academic year, with a focus on improving skills in data gathering, data analysis and evaluation. Positive feedback has been received on the move to online training sessions. These sessions used existing materials but were re-designed to suit online delivery. Attendees reported that they found the sessions to be a good length, well-paced, and liked the way that the sessions built upon one another. They also highlighted the benefit of the accompanying support materials that

allowed them to practice in their own time. 12 sessions were provided with 74 staff attending from 36 schools. 95% of respondents reported that the session increased their confidence and they were able to apply the learning in their role. In addition, a range of training materials were made available online via Glow and SharePoint. These materials can act as a refresher to courses or as a starting point for discussions within schools. These videos all have associated guidance and datasets to allow for them to be followed as a package. In addition, the Management Information Officer and Data team provide bespoke support as required to establishments to ensure that tracking and monitoring attainment in the BGE suits individual school contexts. In all establishments the analysis of data informs improvement planning.

To improve early level monitoring and tracking an Early Level Progression Tool has been developed to provide a summative view of children's progression towards the Early Level of Curriculum for Excellence. This will be implemented within all early years establishments from next session.

Performance Information

Heads of Service and link Education Managers/EY Officers continue to make focussed quality improvement visits to establishments with a specific focus on Quality Indicator 3.2 Raising attainment and achievement. This involves in-depth professional dialogue on key data sets and performance information used by the establishment to support improvement. Information from visits is used to: identify authority priorities for improvement; share effective practice; and provide individual support to establishments where required.

The use and application of local, national, and international educational research and evidence continues to be a strength in Renfrewshire and underpins authority strategies for improving learning and teaching. We work very effectively with academic partners, including the University of Strathclyde, Stanford University and University of Glasgow. Together we deliver and evaluate evidence-based targeted programmes and interventions to close the poverty-related attainment gap. This work has been summarised in a series of themed sketchnotes showcasing our approaches in Literacy, Numeracy, Health and Wellbeing and Developing the Young Workforce.

All approaches have a strong evidence base and demonstrable impact across our schools and are available via our Scottish Attainment Challenge offer next session. Our work with University of Glasgow (Robert Owen Centre for Educational Change) has promoted greater collaboration across Attainment Challenge workstreams to ensure there is greater collective impact.

The ongoing collaboration with Early Action System Change Co-Design Commission is supporting our work on priority areas identified as part of the Dartington Wellbeing Survey: to prevent coercive control within adolescent relationships; and improve emotional wellbeing. Our strategic partnership with Barnardo's is ongoing and aims to bring about a systems-level shift from a medical to a social model of mental health and wellbeing and ensure that children get the right support at the right time by the right people. The 'Core Priority Programme in Mental Health and Wellbeing' baseline evaluation report, May 2021, aimed to identify the added value of our strategic partnership approach facilitated by Barnardo's to improving children and young people's mental health. Findings from the report provide useful learning to support the

understanding of both the nature of, and barriers and enablers to, strategic partnership working, as well as providing insight into the current system.

A core component of Renfrewshire Children's Services Partnership (RCSP) work has been engaging with service users and stakeholders in co-design. Most recently in 2019/20, with Barnardo's, an analysis identified important gaps in the system-wide provision of mental health and wellbeing (MHW) supports at the level of early intervention (tiers 2 and 3). In response, a proposal was developed for forthcoming work in Renfrewshire based on a 'partnership hub' model and is being led by the Depute Principal Psychologist. This is an approach and model of working based on the values of inclusion, community mental health and wellbeing, and relationships. Proposed work focuses on bringing together a selection of psychologically led and peer-led approaches, implementation support and monitoring to support capacity-building. Details are outlined in our Children and Young People Community Health and Wellbeing Strategy.

Next Steps

- Rollout Power BI in secondary schools to improve accessibility of school tracking data.
- Continue to offer expanded range of data training to class teachers through online platforms.
- Refresh Dive into Data training with senior management teams to increase staff confidence and support the cascade of information to class teachers.
- Implement Early Level Progression Tool in all early years establishments and provide support to staff on the implementation of this to help achieve consistency in practice.
- Support data gathering within early years sector to ensure consistency, improve range of evidence available and enhance transition to primary.
- Develop an approach to capture the impact of Pupil Equity Funding on improving outcomes for learners.
- Implement the Children and Young People Community Health and Wellbeing Strategy.
- Collaborate with the West Partnership to analyse and extract relevant data from the national HWB census to identify improvement priorities.
- Continue to collaborate with Barnardo's and the Early Action System Change Co-Design Commission to bring about systems change.



For further information, please contact

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Renfrewshire
Council



Education Improvement Plan

2021/22



Renfrewshire
Council



Contents

Introduction	3
Renfrewshire's Council Plan 2017–2027.....	5
Education Improvement Plan Priorities	
Priority 1	8
Priority 2	18
Priority 3	24
Priority 4	28

Introduction

Renfrewshire's Education Improvement Plan for session 2021/22 focusses on recovery, renewal and improvement. Our plan is underpinned by the Council's values; Fair, Helpful, Collaborative, Learning and reflects our own vision within Children's Services; Working together to get it right for children, families and communities—protecting, learning, achieving, nurturing.

We are mindful of the impact of the Covid pandemic on children, families and staff and in particular our most vulnerable. Our Education Improvement Plan sets out where we want to improve and how we want to do that, based on the evidence we have gathered on our current performance. This range of evidence includes our Standards and Quality report on the improvements we set out to achieve in our previous plan, self-evaluation activity across the service, feedback from stakeholders, our Quality Improvement visits and improvement processes. This process has ensured that our plan reflects where our schools and stakeholders wish to see improvement, is based on evaluation of current performance, and is focussed on building on our culture of empowerment and collaboration.

As part of the West Partnership regional improvement collaborative, we will continue to benefit from the many opportunities provided to work collaboratively and in a true spirit of cooperation towards the Partnership's vision of equity, excellence and empowerment.

Our plan continues to focus on four main priority areas; learning and teaching; health and wellbeing; leadership at all levels and employability skills leading to sustained positive destinations for all young people. These directly align to Scotland's national priorities for education. We recognise that continued emphasis on health and wellbeing is required to support staff, children and young people to recover and to mitigate against any negative effects of lockdown. We will continue to use universal approaches to raise attainment for all, alongside targeted interventions with a renewed focus on narrowing of the poverty-related attainment gap and addressing any widening of inequalities of outcome experienced by children and young people.



Councillor Jim Paterson

Convener Education
and Children's Services



Steven Quinn

Director Children's Services

Our Values

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

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

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

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

Renfrewshire's Council Plan 2017–2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all to enjoy

Working together to improve outcomes

Children's Services Vision

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

Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

National Improvement Framework and Improvement Plan

Vision

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Four Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Six Drivers of Improvement

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance Information

Renfrewshire's Education Improvement Plan

This Education Improvement Plan supports delivery of the priorities contained within key plans such as Renfrewshire's Community Plan, Council Plan, Children's Services Partnership Plan and Children's Services Improvement Plan. It also aligns perfectly with the National Improvement Priorities for education as well as other relevant policy drivers such as the recently published OECD report on 'Scotland's Curriculum for Excellence'. Our plan is organised under our 4 improvement priorities and details the expected outcome and impact, alongside how we will measure if we have been successful, and the actions we will take to bring about improvement.





PRIORITY

1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

NIF Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

NIF Drivers

- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Performance Information

What is the expected Outcome/Impact?

By June 2022:

- Improved monitoring and support for all care experienced children and young people (CYP) leads to improved attendance, engagement and attainment. All identified CYP feel supported.
- Almost all practitioners have increased skill and knowledge, and evidence in their practice, a range of universal and targeted, evidence-based pedagogies in literacy and numeracy.
- Almost all practitioners demonstrate increased, knowledge, skill and confidence in teaching reading and writing.
- All participating classroom assistants have increased expertise, knowledge and confidence in supporting children in literacy.
- All practitioners trained in Limitless Learning in Mathematics, align pedagogy with the principles of Growth Mindset as well as the three-domain model. Maths anxiety in participating classrooms reduces compared to data from last year.
- The majority of targeted schools participate in extended numeracy professional learning programmes leading to improved attainment in numeracy.
- Modelling and Coaching Officers (MCOs) provide bespoke support to target schools leading to staff having greater knowledge and skills in delivering numeracy using effective pedagogy.
- All practitioners use effective approaches to differentiation to raise attainment in literacy and numeracy.

What do we intend to do to bring about improvement?

- Provide enhanced support to care experienced CYP to deliver on 'The Promise' through a variety of projects including our Aberlour Attain mentoring programme, family support service (SPACE team), extra-curricular opportunities and a virtual school approach. Recruit a 'Promise Ambassador' to drive forward Renfrewshire's Promise plan.
- Using Achievement of a Level data collected in June 2021, identify schools impacted most negatively by the pandemic and provide a package of targeted bespoke support in literacy, numeracy, differentiation, parental engagement and digital learning. The Attainment Advisor, Development Officers, Education Managers, Modelling and Coaching Officers and Transition Teachers will support this work.
- Continue to provide high quality professional learning to staff at all levels, based on evidence-based approaches, to raise attainment in literacy and close identified gaps in attainment.
- Introduce programmes of professional learning in high quality teaching of phonics linked to the Renfrewshire Literacy Approach and development of early reading skills, and the Talk for Writing approach.
- Work with practitioners across primary and secondary establishments to further develop the Dive into Reading and Writing approaches ensuring consistency, clear progression and avoiding overlap.
- In partnership with the University of Strathclyde, deliver the remainder of our programme of professional learning for classroom assistants and devise an ongoing, comprehensive programme of professional learning for support staff based on local and national priorities and areas identified via staff consultation.

What is the expected Outcome/Impact?

- Attainment in literacy and numeracy improves for almost all CYP with evidence of narrowing the poverty-related attainment gaps which have widened due to lockdowns.
- Almost all staff in the authority undertake some form of professional learning in numeracy and mathematics.
- Almost all establishments engage with Digital Learning Team—universal and/or bespoke support. Most practitioners have improved skills and increased confidence in using digital tools to enhance learning and teaching.

What do we intend to do to bring about improvement?

- In partnership with the Scottish Book Trust, introduce a programme of professional learning, to support the implementation of Dolly Parton's Imagination Library and pilot the Reading Schools Award in targeted early years settings.
- Continue to work with our colleagues in Educational Psychology to revise current procedures for the identification of young people with specific literacy difficulties and provide a range of professional learning and resources to support practitioners.
- Revisit and refresh the content of the Limitless Learning programme in partnership with Winning Scotland. Deliver through a hybrid of online modules, live online webinars and face-to-face sessions.
- Deliver extended training programme on using the Maths Recovery framework to upskill practitioners in identifying and addressing gaps in numeracy and mathematics.
- Deliver an in-house programme of professional learning in effective pedagogy including: Numbertalks, using C-P-A strategies, Bar Modelling, S.E.A.L and Teaching for Understanding in N5 and Higher
- Use the practitioner enquiry model to ensure that professional learning has a measurable and sustained impact on learners as well as practitioners.
- Provide high quality professional learning in differentiation to targeted schools.



What is the expected Outcome/Impact?

- Increased number of schools achieve Digital Schools Scotland Award (DSA) and Cyber Resilience-Internet Safety (CR-IS).
- Creative use of various digital platforms strengthens family learning and parental engagement in almost all targeted establishments.
- All Primaries/ELCCs surveyed and access and wi-fi gaps identified. Targeted establishments upgraded to Comms World line, giving 10x faster broadband.
- To ensure equity and enhance learning and teaching, all Secondary young people have access to devices as and when required. All Primary children have 1:4 ratio or better for access to devices and wifi.

What do we intend to do to bring about improvement?

- Implement Year 2 of our 5-year Digital Plan—Assess, Build, Innovate. Provide universal, targeted and bespoke professional learning on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.
- Support schools, via Digital Learning Champions, to achieve DSA and/or CR-IS.
- Carry out a sample of themed Digital Learning visits across establishments to: gather examples of effective practice to share more widely; evaluate effectiveness of our DL plan and identify areas for improvement/support.
- Carry out wi-fi surveys in all Primary and Early Learning and Childcare Centres. Work with partners to plan and implement the upgrade requirements.
- Work with Scottish Government to implement the roll-out of digital devices across establishments.
- Provide targeted family digital learning activities including basic skills and Cyber Resilience-Internet Safety (CR-IS) training.
- Digital Learning Team will provide universal and bespoke professional learning to schools and partners on using digital tools and platforms to strengthen parental engagement and accessibility. These will include using Glow blogs, using Sway to provide virtual updates and using forms for parental surveys.

What is the expected Outcome/Impact?

- Almost all children and young people supported by the Transition team, successfully transition to new establishments and demonstrate improved confidence in identified areas of literacy and numeracy.
- Most P7/S1 staff engaged with the Transitions team have improved knowledge and skills in inclusive/ targeted literacy and numeracy pedagogies which support seamless learning transition and this is demonstrated in their practice.
- All staff working with children with ASN, who have engaged in West Partnership professional learning, have enhanced knowledge of strategies to effectively support them to formatively assess. They use evidence of learning to adapt teaching and meet the needs of all CYP.
- All staff participating in 'Enquiry Based Learning in P3' provide enhanced learning environments and demonstrate increased involvement of children in planning their own learning.
- Almost all practitioners confidently use relevant data and evidence to support recovery planning.
- All Head Teachers engage with data analysis support and report increased confidence in data use. Increased number of class teachers engage with live and online resources.
- Accessibility of tracking data in secondary is improved following PowerBI rollout throughout the 2021-22 session.

What do we intend to do to bring about improvement?

- Extend and embed our collaborative targeted support offer to children, young people and families at key transitions to close the attainment and achievement gap.
- Work with West Partnership to provide high quality professional learning for ASN staff on moderation, planning for assessment through collaboration, and bundling experiences and outcomes.
- In partnership with Strathclyde University, deliver 'Enquiry Based Learning in Primary 3' training to a further cohort of teachers and provide establishment follow up visits to support implementation of guidance provided.
- Provide universal professional learning in Dive into Data, data analysis and excel training. Provide targeted support for school leaders with low confidence/engagement to enhance use of data within school.
- Rollout Power BI platform to secondaries to improve access to data. Create tracking reports that can be shared across schools and highlight pupil progress and attainment gaps.

What is the expected Outcome/Impact?

- Consistent and robust model of tracking is in place to meet the needs of children and families within all Early Years settings.
- All eligible children access 1140 hours of high quality early learning and childcare and children experience deeper and extended learning opportunities.
- Early Years staff are highly skilled, knowledgeable and effectively support children in their learning and development.
- Parents are able to access a range of flexible provision, allowing them to work or undertake training and benefit financially from reduced childcare costs.
- Establishments are supported, challenged and empowered to improve through our revised Quality Improvement Framework.

What do we intend to do to bring about improvement?

- Develop a tracking system for Early Years that provides information on key attainment trends and enhances the transition of data into primary.
- Implement Year 1 of new QIF, to promote empowerment and greater collaboration between establishments. This will include visits to all establishments, reviews, themed visits and facilitated HT trio discussions.



What information/data will we gather to measure progress and impact?

- Increased attendance and attainment of all care experienced children and young people (CYP).
- Almost all care experienced CYP report that supports meet their needs.
- Feedback from partners (Aberlour and SPACE) indicates improvement in behaviour and relationships of identified care experienced CYP.
- Information collated from Quality Improvement (QI) visits evidence supports provided for care experienced CYP.
- Pre and post professional learning surveys demonstrate that almost all staff have increased knowledge and confidence in applying concepts and skills in, for example, Literacy, Numeracy, moderation, assessment, pedagogy and digital learning.
- Attainment and tracking data shows that almost all targeted CYP are making progress in literacy and numeracy with a trend towards closing identified attainment gaps.
- Pre and post CYP's survey demonstrates confidence, involvement and understanding of the importance of building on prior learning in transitions.
- Leuven's scale scores show improved attainment and engagement for all children targeted for transition support.
- Improved literacy and numeracy attainment throughout the BGE.
- Improved attainment in the Senior Phase.
- Improved leaver destinations—96%.
- Almost all establishments evaluated as 'good' or better for learning, teaching and assessment—target 91% and raising attainment and achievement—target 95%
- Number of schools achieving Reading Schools accreditation highlights the commitment of schools to improve reading.
- Winning Scotland impact report will highlight school-specific case studies that show improved engagement, enjoyment and attainment in numeracy and mathematics.
- Maths engagement surveys pre and post intervention will show a 10% decrease in the number of pupils who feel anxious about their learning in maths.
- Practitioner enquiry reports highlight that professional learning has led to sustained change and positive impact in the classroom.
- Number of DSAS and CR-IS badges will increase across LA.

What information/data will we gather to measure progress and impact?

- Post CLPL surveys will demonstrate that almost all staff have increased understanding and confidence in using digital tools and platforms to promote parental engagement.
- Digital Learning Parent survey will demonstrate increased engagement.
- Pre and post upgrade surveys will measure speed, access and use of digital tools.
- Post device roll-out surveys will show increased access to digital tools.
- QI visits, establishment reviews and focus groups of CYP and staff demonstrate the positive impact of a wide range of professional learning on practice in almost all classes.
- Professional learning evaluations will demonstrate senior leaders' and teachers' increased confidence in analysing and using data to inform improvement.
- Almost all Early Learning and Childcare establishments' Care Inspectorate reports will be graded 'good' or better in all measures
- % attendance rates – Primary target 95% or better
- Secondary target 90.7% or better
- Exclusion rates (Rate per 1000 pupils)
- Primary target 6.5
- Secondary target 39.6



PRIORITY

2

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

NIF Priorities

- Improvement in children and young people's health and wellbeing

NIF Drivers

- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Parental Engagement

What is the expected Outcome/Impact?

By June 2022:

- All practitioners are confident in applying Renfrewshire's Nurturing Relationships Approach (RNRA) in their practice.
- The majority of RNRA establishments will report increased confidence in engaging parents in RNRA as a community approach.
- All RNRA Ruby level accreditation submissions include: clear evidence of parental consultation and involvement; and clear evidence of pupil consultation.
- Successful RNRA accreditation submissions will increase by 50%.
- At least half of establishments will be using the Compassionate and Connected Classroom(CCC) with upper primary children and most children report improved wellbeing.
- All targeted Pupil Support Coordinators experience supervision structures and have an increased awareness of staff wellbeing interventions. Most engage in at least one wellbeing intervention and most report increased wellbeing.
- Most parents participating in Non-Violent Resistance (NVR) groups report increase in self-efficacy and decrease in emotional and behavioural problems related to their child.
- CYP get the help they need at the right time from a skilled network with appropriate training and supervision. The voices of CYP are heard and they are supported to build strong safe relationships where their wellbeing is protected.

What do we intend to do to bring about improvement?

- Support the continued implementation of RNRA in establishments with a focus on parental engagement, pupil voice and continued development of imodule training and support through locality network meetings.
- Promote use of the Compassionate and Connected Classroom (CCC) to improve wellbeing in upper primary pupils.
- Explore the introduction of supervision structures as wellbeing interventions to support staff (Pupil Support Coordinators) in pilot establishments.
- Extend Non Violent Resistance (NVR) approaches to support additional CYP and families.
- Implement the Children and Young People Community Health and Wellbeing Strategy including development of the prevention and early intervention space using a community-based, social model of support which promotes good mental health for all children and young people.
- Extend Mentors in Violence Prevention (MVP) programme across additional secondary schools, implement a red-flag campaign in partnership with Youth Services, and extend training to other Council partners.

What is the expected Outcome/Impact?

- All PSE staff trained in Mentors in Violence Prevention (MVP), deliver effective lessons as part of the PSE programme. All young people have increased awareness of issues which affect relationships and the red flags to be aware of.
- All establishments have an evidence-based emotional literacy programme in place. Almost all practitioners use evidence-based programmes and approaches in the learning and teaching of mental, emotional and social wellbeing. Increased levels of wellbeing are evident in all CYP.
- An interactive digital progressive resource to enhance learning and teaching in Alcohol and Drugs education is developed and used effectively by most practitioners.
- Progressive and relevant Personal and Social Education (PSE) programmes are in place across all establishments to meet the Scottish Government's PSE Review deadline of March 2022.
- All practitioners have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing and that of CYP.
- HWB census data is used effectively to identify priorities for improvement.
- All CYP have increased knowledge and understanding of the mental and emotional wellbeing supports available to them and access these as required.
- All CYP and targeted parents requiring specialist HWB services e.g. Counselling, receive timely support to cope with life issues and build resilience.

What do we intend to do to bring about improvement?

- Extend implementation of emotional literacy programmes in targeted early years centres, primaries and secondaries through high quality professional learning and evidence-based approaches (e.g. Living Life To The Full and PATHS).
- Collaborate with key partners to develop and implement a new Alcohol and Drug Education resource to meet the recommendations of Renfrewshire's Alcohol and Drug Commission Report 2020.
- Continue to collaborate with the West Partnership Strategic PSE group, our MHWB Action Group and young people, regarding ongoing development of PSE/HWB resources and self-evaluation materials.
- Provide high quality professional learning and resources to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing e.g. LGBT Charter, substance misuse, CEOP online safety, relationships, sexual health, understanding self-harm and suicide.
- Implement the national Health and Wellbeing census for all CYP P5–S6 and use the results to inform improvement.
- Coordinate the delivery of counselling services (Therapeutic Counselling Services and Place2Be) across primary, secondary and ASN schools. Extend to children under 10 and targeted parents.
- Develop the work of the Home Link Service and Families First to deliver on the priorities of the Community Mental Health and Wellbeing Strategy by increasing the number of staff trained and delivering on the agreed range of evidence-based approaches.

What is the expected Outcome/Impact?

- All leaders participate in Locality Inclusion Support Networks (LISN) and are supported by peers to promote inclusion and address the social, emotional and behavioural needs of identified CYP.
- A number of small tests of change enable aspects of the Additional Support Needs (ASN) locality inclusion model to operate effectively.
- All practitioners understand and are clear about how to respond to the distressed behaviour of CYP.
- Targeted establishments meet the national priorities and goals of 'Learning Together' and Renfrewshire's 'Walking Together with Parents in Renfrewshire' strategic goals.
- All participating families feel supported in home-school relationships, engagement, family learning and learning at home.
- All secondary schools delivering Parent in Partnership (PIP) programmes are responsive to the needs of the families. Programmes successfully reduce the anxiety and concerns of targeted families around transition to secondary.
- All schools receiving bespoke parental engagement support, have embarked in a process of self-evaluative planning with parents which will be reflected in SIP planning for session 2022-23.
- All families participating in family learning projects have increased confidence in supporting their child in literacy and numeracy through quality play and learning activities.
- The rights laid out in the United Nations Convention on the Rights of the Child (UNCRC) are embedded in policy in line with legislation.

What do we intend to do to bring about improvement?

- Implement a number of small tests of change which will operationalise aspects of the ASN locality inclusion model prior to full implementation in August 2023.
- Explore and develop the role of LISN at a systemic level as the implementation stage of the ASN review is progressed during 2021-22.
- Launch revised promoting positive relationships policy and implement across all establishments supported by appropriate training.
- Working with an academic partner from Swansea University and the Attainment Advisor, collect and evaluate good practice across establishments and provide targeted training to support the embedding of parental engagement in learning.
- Provide bespoke support to schools around co-evaluation, co-creation and improvement planning in the area of parental engagement, making use of the West Partnership Self-Evaluation Toolkit.
- Encourage and support active collaboration and engagement with parents and families to support their child's learning e.g. extend and embed the scope of Pizza Learning in targeted schools and continue to provide operational support for Parents in Partnership programme in secondaries.
- Collaborate with Barnardo's and the Early Action System Change Co-Design Commission to bring about systems change in areas of mental health and coercive control.
- Raise awareness of UNCRC legislation and undertake an audit to establish current position in relation to compliance in order to agree priority areas.

What information/data will we gather to measure progress and impact?

- Almost all establishments evaluated as 'good' or better for ensuring wellbeing, equality and inclusion (QI 3.1).
- Over 90% of establishments achieve RNRA accreditation. Accreditation submissions audit, Action Plan sampling and feedback from focus groups demonstrate that all establishments are on track.
- Pre and post professional learning surveys demonstrate that almost all staff have increased knowledge and confidence in applying nurture principles in practice.
- Feedback re supervision structures from Pupil Support Coordinator focus groups, small tests of change and survey information, provides evidence of improved wellbeing.
- CCC evaluations and small test of change feedback in pilot schools evidence improved wellbeing.
- Evaluations of MVP programmes in targeted schools and feedback from young people shows that MVP content meets the recommendation of the PSE review.
- Alcohol and Drugs resources are developed in collaboration with stakeholders and meet the recommendations of the Renfrewshire Alcohol & Drug Commission Report 2020.
- Evaluation data shows that PSE/HWB resources and skills of staff meet the PSE Review recommendations, reflect the current needs of CYP in Renfrewshire and take account of HWB/MH data collated by partners including Health.
- Professional learning evaluations demonstrate that almost all staff have increased knowledge and confidence in supporting the emotional wellbeing of CYP.
- Monitoring of social media channels e.g. HWB Blog and Twitter page will evidence that central support is valued by practitioners.
- Qualitative and quantitative information received from partners will show that almost all participating CYP successfully engage in HWB programmes.
- National HWB census results will be analysed and used to establish a baseline to inform planning.
- % of Counselling service referrals and qualitative information will highlight the positive impact of the service on CYP's and parents' mental health and wellbeing.
- Test of change monitoring framework reviewed through the ASN review project operational group measures progress in implementing ASN locality inclusion model.
- Strategic discussions with LISN Chairs will demonstrate the positive impact of this approach.
- QI visits and focus groups of CYP and staff will highlight the positive impact of HWB professional learning and programmes on emotional literacy.

What information/data will we gather to measure progress and impact?

- Increase in number of schools achieving LGBT Charter Mark.
- Evaluative evidence will demonstrate the impact of projects, approaches and initiatives e.g. CYP Community Mental Health and Wellbeing strategy, ASN Review, LISN, MVP, Early Action System Change and Barnardo's projects.
- Swansea University case studies will highlight good practice in supporting parental engagement with learning and its correlation with attainment. Pre and post online surveys of parents and staff show improved understanding of, and practice around parental engagement in learning.
- Qualitative feedback and % families engaging with PIP, Pizza Family Learning, and online support hub, highlight the positive impact of the programmes on CYP and families.
- Education policies and programmes will comply with UNCRC legislation



PRIORITY

3

Develop high quality leadership to promote empowerment at all levels

NIF Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

NIF Drivers

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement

What is the expected Outcome/Impact?

By June 2022:

- Enhanced leadership capacity at middle and senior management levels across all sectors.
- Increased capacity of Heads to think strategically following the Covid pandemic leading to greater school improvement.
- Adoption of successful practice from the Covid pandemic across establishments.
- All Heads feel valued and supported to carry out their role with confidence and competence.
- Deputes support empowered school leadership and explore collegiate and collaborative ways of working to improve outcomes for our children and young people.
- 1:1 coaching participants critically reflect on their own practice against the new GTC Standards. They enhance their knowledge and understanding of leadership and management and develop an enhanced understanding of coaching skills and techniques to further support others in their own school.
- NQTs and mentors are well supported throughout session 2021–22 to carry out their roles.
- Almost all Newly Qualified Teachers (NQTs) are recommended for full registration in their final profile submission to General Teaching Council Scotland (GTCS) in June 2022.

What do we intend to do to bring about improvement?

- Continue to support those aspiring to formal leadership roles through the delivery of high-quality Aspiring Leadership programmes including revised primary and secondary Aspiring PT courses and revised Aspiring Heads course.
- Continue to work in partnership with Drummond International, delivering a leadership programme which supports senior leaders to return to more strategic thinking.
- Introduce Learning Sets for newly appointed Early Years Deputes and further roll out the opportunity to primary and secondary Deputes.
- Provide the opportunity to participate in 1:1 bespoke coaching programme to a group of newly appointed Head Teachers.
- Provide an enhanced package of high-quality professional learning and support for our NQTs who experienced significant disruption to their studies during the pandemic and provide support for their Mentors.
- Support secondary schools to develop leadership skills in young people through the provision of residential programmes which complement the broad general education and add significant value to learning in physical, mental, emotional and social wellbeing.
- Youth Services will seek to recruit young people as PSE Leaders who can participate and support the development and delivery of PSE programmes. Delegates will be sought from schools to participate in the Renfrewshire Youth Assembly.

What is the expected Outcome/Impact?

- All targeted young people develop increased leadership capacity, self-confidence and a variety of other skills including resilience, team working and decision making.
- Central staff and establishment senior leaders enhance their leadership capacity, improve approaches to learning and teaching and promote empowerment, excellence and equity through shared professional learning opportunities with the West Partnership.
- All new Head Teachers are informed of pertinent Renfrewshire policy and processes.
- Improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a relentless focus on equity and excellence for all children in Improving Our Classroom (IOC) programme classes.
- Early Years middle and senior leaders are highly skilled, knowledgeable and are effectively supporting staff and children in their learning and development.
- Effective practice is shared and used to improve quality across all Renfrewshire Early Years establishments.
- Early Learning and Childcare (ELC) practitioners have increased understanding of pedagogical approaches across theoretical thinking which informs individual establishment's curriculum design and practice.
- Early Years teachers and graduates effectively support establishments to implement central priorities to support children's development across core areas of the curriculum.

What do we intend to do to bring about improvement?

- Continue to roll out successful West Partnership pilot programmes from session 2020-21, including Thinking About Headship, Headteacher Learning Sets, Executive Coaching and Virtual Learning Networks and Masterclasses.
- Develop opportunities for nominated staff to undertake facilitation training with a view to expanding the scope of the Leadership Learning Sets across the West Partnership.
- Pilot Renfrewshire's Head Teacher Induction programme.
- Introduce Cohort 1 of Improving our Classrooms (IOC)—a programme of high-quality professional learning, which places classroom practitioners at the heart of leading school improvement.
- Revise and update the 'Grow Your Own' plan and continue to develop and implement the 'Grow Your Own' professional learning and training programme for early years practitioners and leaders.
- Continue to roll out the leadership programme for ELC Heads, Deputes and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements.
- In partnership with Strathclyde University, deliver high quality leadership and management training for ELC deputies, graduates and middle managers.
- Roll out the Froebel training programme in partnership with Edinburgh University.
- Progress the planned cluster working approach for early years teachers and graduates.

What information/data will we gather to measure progress and impact?

- Almost all establishments evaluated as ‘good’ or better for leadership of change—target 95%.
- Participant numbers and qualitative feedback on content of all courses reflects relevance, quality and ability to meet stated aims.
- Evaluative evidence, quality assurance processes and qualitative feedback demonstrates participants’ increased knowledge, understanding and application of skills in practice.
- Participants perform to a high standard in interview (feedback) for promoted posts.
- Education Manager reports and school records demonstrate progress towards School Improvement Plan priorities is on track.
- Standards and Quality Reports 2021-22 demonstrate significant SIP progress for all establishments.
- Qualitative data on successful recommendations for full registration June 2022.
- Staff observations (school and CANI) and CANI Pupil Leadership Programme pre and post pupil survey questionnaires evidence the positive impact on all participating young people.
- Youth Services self-evaluation using ‘How Good is Our Learning in the Community’ and against the national Youth Work Outcomes measures the progress of individuals and the impact of youth work delivered.
- WP Pre and post professional learning questionnaires indicate a positive impact on knowledge and understanding across a range of subjects, leadership capacity, and collaboration across local authorities.
- Qualitative evaluation of Head Teacher Induction from each participant and input provider.
- Number of IOC teachers attaining GTCS Accreditation and Masters Level Credits validated by Glasgow Caledonian University.
- Care Inspectorate reports will be graded ‘good’ or better in all measures.



PRIORITY

4

Improve employability skills and support all of our young people to enter positive and sustained destinations

NIF Priorities

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Drivers

- Assessment of Children's Progress
- School Improvement

What is the expected Outcome/Impact?

By June 2022:

- A refreshed Senior Phase curriculum offers increased flexibility to ensure that all young people are supported to choose appropriate pathways and achieve a range of qualifications and personal achievement awards.
- A more bespoke work experience delivery model will provide opportunities for all young people to prepare for the world of work.
- All children and young people are equipped with the skills required to meet the needs of employers.
- All staff are confident and knowledgeable in delivering the Career Education Standard 3-18.
- All school leavers are well-supported and move into positive and sustained destinations in line with the Young Person's Guarantee.
- All participating practitioners are more confident and skilled in the teaching of STEM. Children and young people benefit from motivating and engaging learning and teaching.
- Partnership between Castlehead High and Glasgow School of Art (GSA) leads to revised approaches to curriculum delivery across Expressive Arts subjects and Technology and Creative Industries Departments by end of session 2022-23.

What do we intend to do to bring about improvement?

- Review and refresh the senior phase offer in line with the recommendations of the OECD Report on 'Scotland's Curriculum for Excellence', to ensure a range of opportunities are available to young people which maximise their chances of success.
- Develop a flexible, bespoke work placement model across all schools.
- Second a Developing the Young Workforce (DYW) officer to lead on this work in partnership with schools.
- In line with the Young Person's Guarantee, strengthen links with local employers and community benefit groups to ensure that young people are provided with opportunities and are equipped for the world of work.
- Working in partnership with Skills Development Scotland (SDS), continue to support the delivery of the Career Education Standard 3-18 across schools.
- Ensure that all schools and partner agencies (SDS and Invest) have systems in place to implement the revised expectations for tracking and supporting young people into positive and sustained destinations post school.
- Continue the rollout of partnership work with Career Ready Scotland, offering mentoring and work experience placements for identified young people in secondary schools.
- Continue to promote and support Developing the Young Workforce and Career Education Standard within Primary sector—include further Insight into Industry Pilots.



What do we intend to do to bring about improvement?

- Further develop My Future Pathway Programmes and extend the offer to more young people in Renfrewshire.
- Development Officer for Engaging Learners will continue to work with partners to support and mentor school leavers onto positive and sustained destinations and will provide central support for the newly recruited DYW coordinators, funded by Scottish Government (SG), for all secondaries and our 2 ASN schools.
- In partnership with the Wood Foundation and Education Scotland, participate in the RAiSE programme to increase primary practitioner confidence in the teaching of STEM.
- Extend partnership working with Glasgow Science Centre to include primary children and teachers working at First Level and increase the opportunities within the programme to further develop family learning.
- Following the pandemic, re-affirm the aims and objectives of the GSA and Castlehead High partnership and develop a GSA programme of staff training in creative approaches to curriculum delivery alongside a programme of opportunities for pupils to engage with GSA.

What information/data will we gather to measure progress and impact?

- Improved leaver destinations—target 96%.
- Improved attainment in the BGE.
- Improved attainment in the Senior Phase.
- Improved uptake and retention rates.
- Increased engagement between schools and employers/businesses.
- QI visits and focus groups of CYP and staff will demonstrate the positive impact of training on learning and teaching and skills development in almost all classes.
- An increase in the range and number of qualifications which young people are achieving including personal achievement awards and those offered by awarding bodies other than SQA.
- Tracking and monitoring information related to school leavers demonstrates the high level of scrutiny and support provided.
- Monthly SDS data checks and use of the SDS 16+ Data Hub demonstrates the supports/interventions in place for senior YP and their intended post school pathway.
- Increased delivery of Career Education Standard in schools evidenced through school documentation and QI visits.
- Evaluative evidence from partners and employers is used to ascertain the effectiveness of school programmes and preparedness for world of work.
- Work placement data will evidence the range of relevant opportunities provided for young people.
- Quarterly reports to SG highlight the positive impact of the school DYW coordinators.
- Pre and post professional learning STEM evaluations will evidence the increased confidence of primary practitioners.
- Castlehead and GSA Improvement Plans and staff training feedback demonstrate a commitment to, and enhanced knowledge and understanding of, creative pedagogies.



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