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Renfrewshire Council

Notice of Meeting and Agenda
Education and Children Policy Board

Date	Time	Venue
Thursday, 20 August 2015	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

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

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

Further Information

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

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

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

Members of the Press and Public

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

Items of business

Apologies

Apologies from members.

Declarations of Interest

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

![Renfrewshire Council logo]

Item 1

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To: Education and Children Policy Board

On: 20 August 2015

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

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Heading: Revenue Budget Monitoring to 26 June 2015

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1.   **Summary**

1.1   Gross expenditure and income are in line with the budget resulting in a **net breakeven** for the services reporting to this Policy Board. This is summarised over the relevant services in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Education Services	Breakeven	-	N/A	-
Children & Families / Criminal Justice	Breakeven	-	N/A	-

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2.   **Recommendations**

2.1   Members are requested to note the budget position.

2.2   Members are requested to note that since the budget was approved there have been a number of budget adjustments resulting in a net increase of £13,452 primarily relating to adjustments for additional funding releases from the Scottish Government partially offset by a number of minor transfers in relation to previously agreed savings, the reallocation of Business Support funding and Corporate Landlord maintenance.

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3.   **Education Services**

        Current position: **Breakeven**
        Previously reported: *Breakeven*

3.1   **Central Admin:**

        Current position: **Net overspend £35,000**
        Previously reported: *N/A*

The overspend relates to additional staffing costs.

3.2   **Additional Support for Learning:**

        Current position: **Net overspend £25,000**
        Previously reported: *N/A*

The overspend relates to transport costs due to increased cost and distances travelled.

3.3   **Primary Schools:**

        Current position: **Net overspend £103,000**
        Previously reported: *N/A*

An overspend in teachers' salaries is partly offset by an underspend in transport costs.

3.4   **Secondary Schools:**

        Current position: **Net underspend £196,000**
        Previously reported: *N/A*

The underspend relates to transport costs and teachers' salaries.

3.5   **Special Schools:**

        Current position: **Net overspend £33,000**
        Previously reported: *N/A*

The overspend relates to teachers' salaries, including central cover.

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3.6   **Projected Year End Position**

It is anticipated at this stage that Education Services will achieve a breakeven year-end position subject to any unforeseen demand pressures emerging over the rest of the year.

4.   **Children's Services**

  Current position: **Breakeven**
  Previously reported: *Breakeven*

There are no significant variances to report.

4.1   **Projected Year End Position**

The Children's Services budget is, at this stage, reporting a year end projected breakeven position.

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Implications of the Report

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

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

3.   **Community Planning – none**

4.   **Legal** – none

5.   **Property/*Assets*** – none

6.   **Information Technology** - none.

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

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8.   **Health & Safety** – none

9.   **Procurement** – none

10.   **Risk** – none

11.   **Privacy Impact** - none

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List of Background Papers

      None

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Author: David Forbes, Extension 6424

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RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2015/2016
1st April 2015 to 26 June 2015

POLICY BOARD : EDUCATION AND CHILDREN

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance		
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	119,707	24,473	24,506	0	24,506	(33)	-0.1%	overspend
Property Costs	9,822	633	629	0	629	4	0.6%	underspend
Supplies & Services	2,036	813	811	10	821	(8)	-1.0%	overspend
Contractors and Others	20,332	3,242	3,212	0	3,212	30	0.9%	underspend
Transport & Plant Costs	4,582	967	976	0	976	(9)	-0.9%	overspend
Administration Costs	26,731	224	225	0	225	(1)	-0.4%	overspend
Payments to Other Bodies	24,646	3,386	3,369	0	3,369	17	0.5%	underspend
CFCR	0	0	0	0	0	0	0.0%	breakeven
Capital Charges	16,620	0	0	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	**224,476**	**33,738**	**33,728**	**10**	**33,738**	**0**	**0.0%**	**breakeven**
Income	(20,461)	(1,026)	(1,124)	98	(1,026)	0	0.0%	breakeven
NET EXPENDITURE	**204,015**	**32,712**	**32,604**	**108**	**32,712**	**0**	**0.0%**	**breakeven**

£000's

Bottom Line Position to 26 June 2015 is an underspend of	0	0.0%
Anticipated Year End Budget Position is breakeven of	0	0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2015/2016
1st April 2015 to 26 June 2015

POLICY BOARD : EDUCATION AND CHILDREN

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance	
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)	
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%
Education Services	165,481	27,998	27,890	108	27,998	0	0.0%	breakeven
Children's Services	38,534	4,714	4,714	0	4,714	0	0.0%	breakeven
NET EXPENDITURE	**204,015**	**32,712**	**32,604**	**108**	**32,712**	**0**	**0.0%**	**breakeven**

£000's
0   0.0%
(0)   0.0%

Bottom Line Position to 26 June 2015 is an underspend of

Anticipated Year End Budget Position is breakeven of

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2015/2016
1st April 2015 to 26 June 2015

POLICY BOARD : EDUCATION AND CHILDREN : EDUCATION SERVICES

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance		
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	104,081	21,812	21,836	0	21,836	(24)	-0.1%	overspend
Property Costs	8,699	557	550	0	550	7	1.3%	underspend
Supplies & Services	1,497	648	654	10	664	(16)	-2.5%	overspend
Contractors and Others	3,640	426	406	0	406	20	4.7%	underspend
Transport & Plant Costs	4,471	951	957	0	957	(6)	-0.6%	overspend
Administration Costs	19,829	141	136	0	136	5	3.5%	underspend
Payments to Other Bodies	22,587	3,571	3,557	0	3,557	14	0.4%	underspend
CFCR	0	0	0	0	0	0	0.0%	breakeven
Capital Charges	16,230	0	0	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	181,034	28,106	28,096	10	28,106	0	0.0%	breakeven
Income	(15,553)	(108)	(206)	98	(108)	0	0.0%	breakeven
NET EXPENDITURE	165,481	27,998	27,890	108	27,998	0	0.0%	breakeven

£000's

Bottom Line Position to 26 June 2015 is breakeven of   0   0.0%

Anticipated Year End Budget Position is breakeven of   (0)   0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2015/2016
1st April 2015 to 26 June 2015

POLICY BOARD : EDUCATION AND CHILDREN : EDUCATION SERVICES

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance		
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Central Administration	(457)	319	354	0	354	(35)	-11.0%	overspend
Pre-Five Service	16,653	2,876	2,876	0	2,876	0	0.0%	breakeven
Primary Schools	51,379	8,841	8,861	83	8,944	(103)	-1.2%	overspend
Secondary Schools	75,982	12,314	12,118	0	12,118	196	1.6%	underspend
Special Schools	6,959	1,310	1,343	0	1,343	(33)	-2.5%	overspend
Community Learning & Dev	1,351	178	178	0	178	0	0.0%	breakeven
Healthy Lifestyles	903	165	140	25	165	0	0.0%	breakeven
Add Support for Learning (ASL)	10,394	1,543	1,568	0	1,568	(25)	-1.6%	overspend
Facilities Management	396	8	8	0	8	0	0.0%	breakeven
Educational Development	1,240	289	289	0	289	0	0.0%	breakeven
Psychological Services	681	155	155	0	155	0	0.0%	breakeven
NET EXPENDITURE	**165,481**	**27,998**	**27,890**	**108**	**27,998**	**0**	**0.0%**	**breakeven**

£000's

Bottom Line Position to 26 June 2015 is breakeven of 0 0.0%

Anticipated Year End Budget Position is breakeven of (0) 0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2015/2016
1st April 2015 to 26 June 2015

POLICY BOARD : EDUCATION AND CHILDREN : SOCIAL WORK SERVICES

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance		
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	15,626	2,661	2,670	0	2,670	(9)	-0.3%	overspend
Property Costs	1,123	76	79	0	79	(3)	-3.9%	overspend
Supplies & Services	539	165	157	0	157	8	4.8%	underspend
Contractors and Others	16,692	2,816	2,806	0	2,806	10	0.4%	underspend
Transport & Plant Costs	111	16	19	0	19	(3)	-18.8%	overspend
Administration Costs	6,902	83	89	0	89	(6)	-7.2%	overspend
Payments to Other Bodies	2,059	(185)	(188)	0	(188)	3	1.6%	over-recovery
CFCR	0	0	0	0	0	0	0.0%	breakeven
Capital Charges	390	0	0	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	43,442	5,632	5,632	0	5,632	0	0.0%	breakeven
Income	(4,908)	(918)	(918)	0	(918)	0	0.0%	breakeven
NET EXPENDITURE	38,534	4,714	4,714	0	4,714	0	0.0%	breakeven

£000's

Bottom Line Position to 26 June 2015 is an underspend of   0   0.0%

Anticipated Year End Budget Position is breakeven of   0   0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2015/2016
1st April 2015 to 26 June 2015

POLICY BOARD : EDUCATION AND CHILDREN : SOCIAL WORK SERVICES

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance	
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)	
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%
Children's Services	38,534	4,714	4,714	0	4,714	0	0.0% breakeven
NET EXPENDITURE	38,534	4,714	4,714	0	4,714	0	0.0% breakeven

| | 0.0% |
| | 0.0% |

£000's

Bottom Line Position to 26 June 2015 is an underspend of   0

Anticipated Year End Budget Position is breakeven of   0

Item 2

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To:	**EDUCATION & CHILDREN POLICY BOARD**
On:	**20 AUGUST 2015**

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Report by:	**Director of Finance and Resources**

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Heading:	**Capital Budget Monitoring Report**

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1.   **Summary**

1.1   Capital expenditure to 26th June totals £1.367m compared to anticipated expenditure of £1.359m for this time of year. This results in an over-spend position of £0.008m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Education Services	£0.008m o/spend	1% o/spend	*n/a*	*n/a*
Social Work Services(Child Care & Criminal Justice)	£0.000m u/spend	0% u/spend	*n/a*	*n/a*
Total	**£0.008m o/spend**	**1% o/spend**	*n/a*	*n/a*

1.2   The expenditure total of £1.367m represents 6% of the resources available to fund the projects being reported to this board. It is anticipated that expenditure will be contained in the overall budget. Appendix 2 provides further information on the budget monitoring position of the projects within the remit of this board.

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2.   **Recommendations**

2.1   It is recommended that Members note this report.

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3.   **Background**

3.1   This report has been prepared by the Director of Finance and
      Resources.

3.2   This is the first capital budget monitoring to members in 2015/16 and
      it details the performance of the Capital Programme to 26th June
      2015, and is based on the Capital Investment Programme which was
      approved by members on 12th February 2015, and adjusted for
      movements since its approval. Appendix 1 lists the approved projects
      for information.

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4.   **Budget Changes**

4.1   Since the capital budget was approved budget changes totalling
      £2.005m have arisen which reflects the following:-

      Budget brought forward from 2014/15 (£1.834m):

      • Schools Investment Programme (£0.004m).
      • Early Years Estate Programme (£0.106m).
      • Primary Schools Estate Programme(SEMP) (£0.516m).
      • New Linwood ASN School (£1.026m).
      • Trinity High - External Sport/Social Space Improvements
        (£0.148m).
      • Rowanlea/Arkleston Children's Unit (£0.034m).

      Budget re-profiled from 2015/16 to 2016/17:

      • Primary Schools Estate Programme(SEMP) (£3.839m)
        reflecting the expected delivery timescales of the programme.

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Implications of the Report

1.   **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.

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

3.   **Community Planning –**

Greener - Capital investment will make property assets more energy efficient.

4.   **Legal** – none.

5.   **Property/Assets** – none.

6.   **Information Technology** – none.

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

8.   **Health & Safety** – none.

9.   **Procurement** – none.

10.   **Risk** – none.

11.   **Privacy Impact** – none.

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List of Background Papers

(a). Capital Investment Programme 2015/16 & 2016/17 – Council, 12th February 2015.

The contact officers within the service are:
- *Paul Davies(Finance & Resources)*
- *Alison Fraser (Children's Services)*
- *Anne McMillan (Children's Services)*

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

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RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN

Project Title	Approved Programme @12/02/15	Current Programme MR 3
EDUCATION SERVICES		
Schools Investment Programme	1,075	1,079
Early Years Estate Programme	3,983	3,990
Primary Schools Estate Programme(SEMP)	4,384	1,161
Other Schools Investment Programmes	14,005	15,179
Technology Replacement Strategy ICT	400	400
Total Education Services	23,847	21,809
SOCIAL WORK SERVICES(Child Care & Criminal Justice)		
Rowanlea/Arkleston Children's Unit	0	34
Total Social Work Services(Child Care & Criminal Justice)	0	34
TOTAL EDUCATION & CHILDREN BOARD	23,847	21,842

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Appendix 2

CAPITAL PROGRAMME 2015/16 - BUDGET MONITORING REPORT TO 26 JUNE 2015 (£000s)

POLICY BOARD Department	Council Approved Programme	Current Programme	Share of Available Resources	Year to Date Budget to 26-Jun-15	Spent to 26-Jun-15	Variance to 26-Jun-15	% variance	Unspent Cash Flow For Year	% Cash Spent
Education & Children									
Education Services	23,847	21,809	21,809	1,359	1,367	-8	-1%	20,442	6%
Social Work Services(Child Care & Crimi	0	34	34	0	0	0	0%	34	0%
TOTAL	23,847	21,842	21,842	1,359	1,367	-8	-1%	20,475	6%

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Item 3

To:	**Education and Children Policy Board**

On:	**20 August 2015**

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

Heading:	**Duke of Edinburgh's Award**

1. Summary

1.1. This report sets out plans for the future development of the Duke of Edinburgh's Award in Renfrewshire. Ambitious targets are set for Renfrewshire to become sector leading, in terms of the number of young people participating and gaining the award. The development of the award and its impact is aligned to the aims of the Renfrewshire Poverty Commission. The award will ensure young people affected by poverty take part and benefit. Taking part improves young people's physical and mental wellbeing, provides an alternative route to attainment and enhances young people's employability skills. The report also celebrates the achievements of young people gaining the Gold Duke of Edinburgh's Award in 2015.

2. Recommendations

2.1. The education and children policy board is asked to:

- note the renewal of the Duke of Edinburgh's Award licence for Renfrewshire Council for a further 5 years;

- acknowledge the achievement of the 20 young people that completed the Gold Duke of Edinburgh's Award in 2015 and;

- approve the proposed development targets set out in paragraph 3.10.

3. Background

3.1. The Duke of Edinburgh's Award is an accredited award for young people aged 14 to 25 years old. The award has three award levels: bronze, silver and gold, each more challenging than the next. Every award comprises of four sections: volunteering, skill, physical activity and expedition. The gold award includes a fifth element: a residential. The bronze award takes a minimum of 6 months, silver 9 months and gold 12 months.

3.2. The award brings a range of benefits to young people:

- Self-belief and self-confidence
- A sense of initiative
- A sense of responsibility
- A real awareness of their strengths
- New talents and abilities
- The ability to plan and use time
- The ability to learn from and give to others in the community
- New friendships
- Problem solving, presentation and communication skills

3.3. The award can have a transformative effect on young people. In particular it can help young people affected by poverty fulfil their potential. The findings of Renfrewshire's Poverty Commission show that poverty is:

- A fundamental cause of health inequality, both physical and mental;
- Leads to a gap in attainment between those that are least and most deprived; and,
- Results in an increased likelihood of young people not moving onto further education, training or a job when they leave school.

3.4. The Duke of Edinburgh's Award is effective in addressing these inequalities. Through the physical section of the award young people are encouraged and supported to do physical activities on a regular basis and the expedition section gives young people the opportunity to train for and undertake an expedition. The sense of accomplishment young people experience and the friendships formed through the award enhance young people's self-worth and mental wellbeing.

3.5. The award also provides an alternative route to attainment. Achievement beyond formally assessed learning in the classroom can take different forms. Accredited Awards like the Duke of Edinburgh's Award provides a structured way for young people to develop their potential and be recognised for their achievements. Education Scotland guidance states that recognising achievement in this way improves young people's self- esteem, improves motivation and keeps young people engaged in learning. The award is one of several types of accredited awards used in Renfrewshire schools. Other awards include the Saltire Award, Youth Achievement Award, Dynamic Youth Award, Sport Leaders Award, John Muir Award and the Ceartas Leadership Award.

The flexible framework provided by the Duke of Edinburgh's Award means young people can gain duel accreditation; for instance, a young person can gain the Saltire Award whilst undertaking the volunteering section; or the John Muir Award whilst undertaking the skills section.

3.6.   The award is highly valued by employers for the employability skills, independence and commitment that it fosters amongst young people.   A recent CIPD report (Chartered Institute of Personnel and Development) stated that the award was the most recognised programme a candidate can reference when applying for a job.   A wide range of employers formally endorse the award and offer a guaranteed interview for candidates.   Amongst the employers endorsing the award are AMEY, Royal Mail, British Gas and Halfords.

3.7.   In Renfrewshire the Duke of Edinburgh's Award operates in all secondary schools; Kersland and Mary Russell Schools; and, two open award groups. Overall there has been a steady increase in the numbers of young people participating and gaining the award over time. Performance information on the award is set out in the appendix.   This shows that 571 young people enrolled in the award in 2014-15 and 177 completed. The appendix also illustrates the level of participation provided through the Duke of Edinburgh Award Scheme. It is of note that 10% of participants come from the most deprived SIMD areas and the building of capacity in Duke of Edinburgh participants aligns with tackling the poverty attainment gap.

3.8.   Compared to other local authorities Renfrewshire meets the Scottish average in terms of the number of young people taking part and completing the award. In 2014-15 2.4% of 14 to 25 year olds in Renfrewshire enrolled and 1% completed.

3.9.   Renfrewshire is sector leading in three important respects:

- Relatively large numbers of young people from ASN schools participate in and gain the award.   The first gold awarded in Scotland to a pupil from an ASN school, was a pupil from Kersland School.

- The largest Gold group in Scotland is at Park Mains High School.

- Renfrewshire was one of the first authorities in Scotland to run the Young Duke of Edinburgh's Award Leader Scheme – an SCQF level 5 qualification that leads to young people taking on leadership roles in delivery of the award.   Currently 19 young people from Gryffe High School, St Benedict's High School and Park Mains High School are taking part in the scheme as young leaders.

- Renfrewshire runs a number of targeted programmes that enable vulnerable young people to participate: young cares take part in the Paisley Open Award group; and, young people with social, emotional and behavioural needs from Park Mains High School, St Andrew's High School and Paisley Grammar are participating in the award scheme.

3.10.   The achievement of the gold level takes many years of hard work and commitment to complete.   So far in 2015 twenty young people have completed the award.   The young people are from Park Mains, Gleniffer, Castlehead and Johnstone High Schools.

3.11. This level of service delivery in Renfrewshire is achieved through the efforts of 60 Duke of Edinburgh's Award leaders supported by a part time development officer (0.5 FTE). The leaders include teachers, volunteers and Community Learning Officers. The youth services team of Renfrewshire Council is responsible for the Duke of Edinburgh's Award. A new 5 year operating licence for the Duke of Edinburgh's Award was agreed between Renfrewshire Council and the Duke of Edinburgh's Award in July 2015.

3.12. This report sets out a plan to significantly develop the award in Renfrewshire. Four goals are proposed:

- Become sector leading in terms of number of young people participating in the award. Aim to have 1,500 young people enrolling every year (4 year target).

- Become sector leading in terms of the numbers completing. Aim to have 760 complete the award every year (4 year target).

- Extend the scope of targeted provision, offering the award to young people affected by poverty, with additional support needs and with social, emotional and behavioural needs. Aim for 20% of participants to come from low income families (4 year target)

- Extend the young leaders programme to young people from every secondary school in Renfrewshire (4 year target).

3.13. In order to achieve these goals it will be necessary to increase the compliment of Duke of Edinburgh's Award development officer's to 2.5 FTE staff (from 0.5 at present). This would enable each school based centre to benefit from 7 hours a week of support and development. These workers would:

- Deliver directly, particularly to targeted groups of young people

- Support delivery by teachers and volunteers

- Recruit volunteers

- Deliver training to staff and volunteers

- Support eDofE (electronic management information system for DofE)

- Run young leader programmes

- Support fundraising

- Develop partnership projects to extend the scope of the award; eg with the University of the West of Scotland and West College Scotland; with the employability hub and with Modern Apprentices employed by Renfrewshire Council.

3.14. Additional resources and match funding to support this growth has been secured.

- Through successful funding bids to Local Area Committees over £30,000 has been raised to purchase expedition equipment. The purpose of this investment is to ensure that family income is not a barrier to participation.

- The Duke of Edinburgh's Award head office in Edinburgh has agreed to waive the enrolment fee for participants from low incomes. If Renfrewshire were to meet our development target of 1,500 participants that would equate to 300 free places and a saving of £5,100.

- The Duke of Edinburgh's Award head office has also agreed to provide in-kind training and support equating to £3,000.

3.15. An associated project that will help with development of the Duke of Edinburgh's Award is the 'Renfrewshire Youth Volunteering Campaign which is intended to encourage and support young people to volunteer in their communities. The campaign will utilise the Young Scot Youth Information portal and social media channels to promote volunteering (the portal is the principal web site in Scotland for young information, with 700,000 unique visits to the site a year by young people). The campaign will:

- Showcase a number of key opportunities for young people to volunteer; for example, through the Duke of Edinburgh's Award.

- Include videos of young people volunteering in different settings, to get young people enthused and interested in volunteering.

- Include a reward scheme, enabling young people that volunteer to get points for their volunteering efforts, to be redeemed for unique experiences, cinema passes, free driving lessons and much more (this is part of the national Young Scot Reward scheme).

- Include a unique Renfrewshire volunteering logo or brand (to be designed). This logo could also be a badge that young people will wear, identifying them as young Renfrewshire volunteers.

- Includes information on how to get signed up for the Saltire Award.

3.16. A report on this initiative will be presented to a future cycle of the Education and Children Policy Board.

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Implications of this report

1.   Financial Implications
The cost for an additional 2 FTE Duke of Edinburgh's Award development workers is £50,022 per annum. This includes employee costs. This is based on a grade F post. Posts to be resourced through Poverty Commission funding.

2.   HR and Organisational Development Implications
Recruitment of 2 FTE Duke of Edinburgh's Award Development Workers.

3.   Community Plan/Council Plan Implications

Children and Young People	- The proposals set out in this report have a significant impact on improving outcomes for young people, particularly young people affected by poverty.

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Community Care, Health and Well-being	-	Young people's health and wellbeing is enhanced through the award. Young people experience improved physical, mental and emotional wellbeing.
Empowering our Communities	-	Volunteering is at the heart of the Duke of Edinburgh's Award. Key to the success of these proposals will be the recruitment and training of volunteer leaders.
Greener	-	The award scheme provides opportunities for young people to experience, explore, value and learn about Scotland's countryside and wild places.
Jobs and the Economy	-	The opportunities afforded by these proposals will improve young people's employability and reduce the number of young people not in training, education or employment.
Safer and Stronger	-	The proposals will develop citizenship amongst young people, increasing levels of volunteering in Renfrewshire.

4. Legal Implications
None.

5. Property/Assets Implications
None.

6. Information Technology Implications
None.

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

8. Health and Safety Implications
None.

9. Procurement Implications
None.

10. Risk Implications

None.

11.   Privacy Impact
None.

List of Background Papers
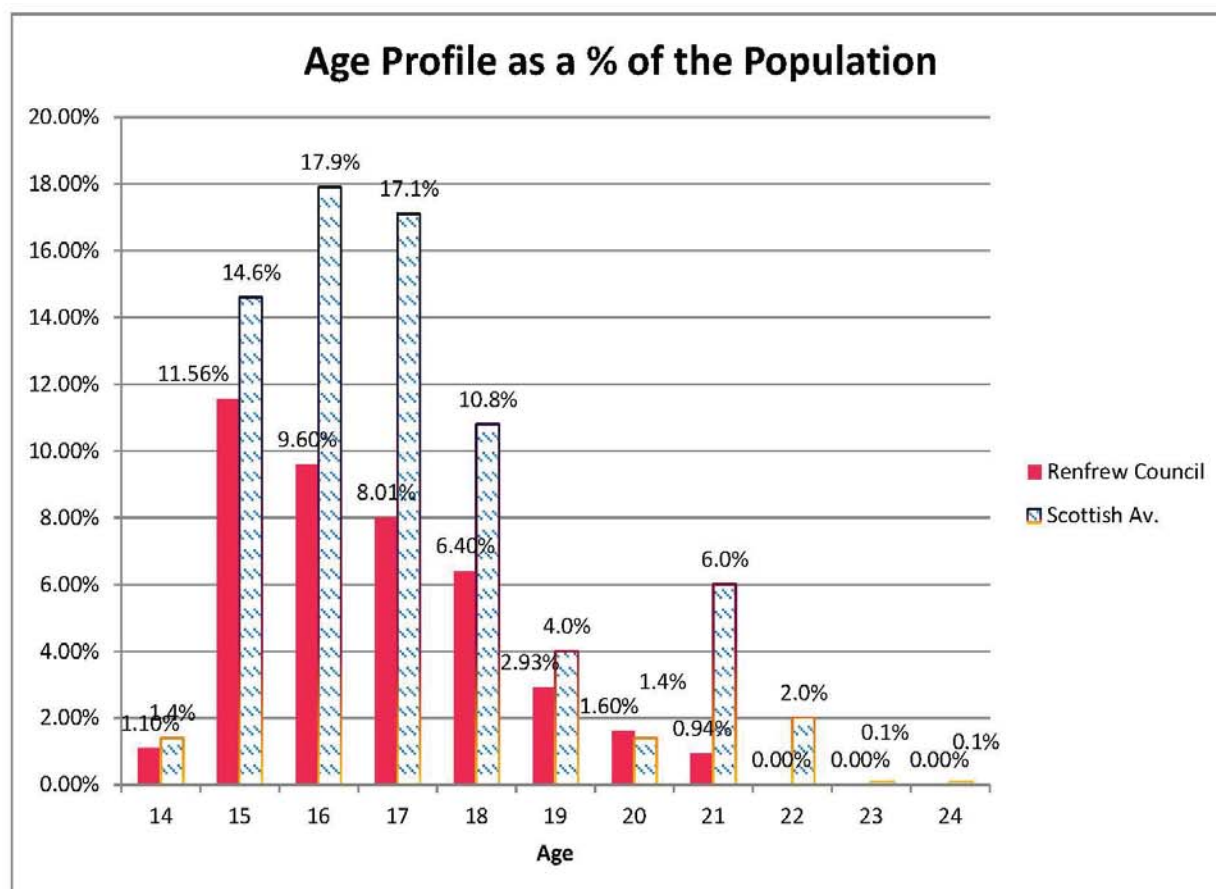
(a)   None

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Author: Alastair Ewen, Youth Service Manager

Renfrewshire Council

The following group information is categorised and presented as it is recorded on the eDofE system for the period 1st April 2014 – 31st March 2015. Please contact the DofE Scotland Office to request amendments or corrections to this data.
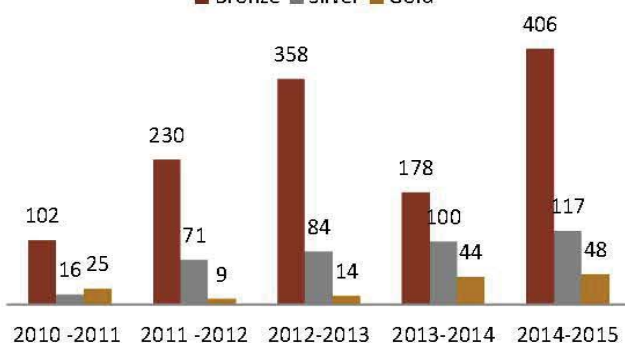
Centre Type	No of Centres	Centre Type %
Secondary School	11	69%
Open DofE Centre	1	6%
Community Based Org.	1	6%
Special Schools / ASN	2	13%
Virtual Centre	1	6%
Total	**16**	**100%**

All Local Authority Secondary Schools offer DofE

New Entrants

Bronze ■ Silver ■ Gold ■

Year	Bronze	Silver	Gold
2010-2011	102	16	25
2011-2012	230	71	9
2012-2013	358	84	14
2013-2014	178	100	44
2014-2015	406	117	48

Awards Gained

Bronze ■ Silver ■ Gold ■

Year	Bronze	Silver	Gold
2010-2011	70	11	14
2011-2012	135	19	4
2012-2013	83	15	0
2013-2014	183	65	4
2014-2015	116	48	13
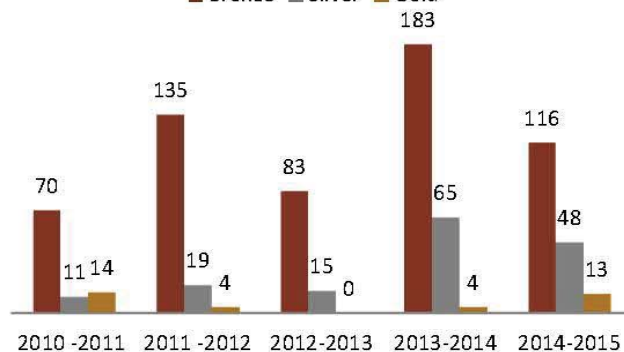
Conversion Rate Percentage

	2012 - 2013	2013 - 2014	2014 - 2015	3 Yr Average
Bronze	23%	103%	29%	52%
Silver	18%	65%	41%	41%
Gold	0%	9%	27%	12%

Contribution to Local Authority

Value of participants' contributions to their community through the Volunteering section:

10,158 hrs   £38,499*

Value of DofE Leaders' contributions to their community:

66,313 hrs   £663,130**

Renfrewshire participants living in the most deprived SIMD areas

3% 4% 3%

90%

■ Lowest 10%   ■ Lowest 11% - 20%
■ Lowest 21% - 30%   ■ Everyone else
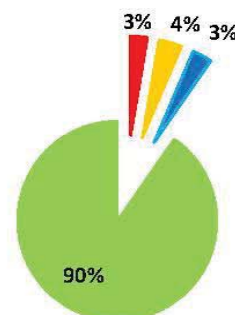
Leader to Participant Ratio

Local Authority Av.   Scotland Av.

1:15   1:11

Additional New Entrants needed to reach:

-113 New Entrants Scottish LA Average

649 New Entrants Sector Leader

Suggested Milestones for Renfrewshire

Additional Awards Gained needed to reach:

22 Awards Gained Scottish LA Average

632 Awards Gained Sector Leader

Based on population size for your Local Authority area

Explanation: * Based on national minimum wage for a 16 year (£3.79 per hr) old multiplied by the number of volunteered hours.
**Based on average hourly rate for a youth worker (£10.00 per hr) multiplied by the number of volunteered hours

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In the UK

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Item 4

To:	**Education and Children Policy Board**
On:	**20 August 2015**

Report by:	**Director of Children's Services**
Heading:	**Proposal to consult on the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building**

1. Summary

1.1 On 8 May 2014 the education policy board approved the School Estate Management Plan (SEMP).

1.2 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building.

1.3 The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building would be undertaken in May 2016.

1.4 However, further assessment of the programme and the reorganisation of resources suggests that the project can be accelerated as detailed below.

1.5 Subject to approval by the education and children policy board to proceed with this proposal, a refurbished building could be operational by January 2018. The proposed programme would be:

• Consultation commences	September 2015
• Approval to proceed received	January 2016
• Start of design phase	January 2016
• Start of construction phase	September 2016
• School operational	January 2018
• Demolition of vacant facilities commencing	June 2018

2. Recommendations

2.1. The education and children policy board is asked to:

- approve the consultation procedures for the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building, noted in appendix 1 of this report;

- approve the consultation document "The relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building", noted in appendix 2; and

- agree that a report on the outcome of the consultation be submitted to the education and children policy board in January 2016.

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3. Background

3.1. Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.

3.2. The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.

3.3. The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the Council's 4 objectives for the school estate in Renfrewshire:

Scottish Government Principles:

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

Council Objectives:

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

3.4. The Council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.

3.5. Core facts ratings are as follows:
- A   Good
- B   Satisfactory
- C   Poor
- D   Bad

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

3.7. This process recognised that the existing St Anthony's Primary School building was performing satisfactorily (rated "B") for the school community.

3.8. The process also identified that the condition of Spateston Pre 5 Centre was "C" (poor) and that by integrating the Centre into the surplus accommodation within St Anthony's Primary School the Council could improve the sufficiency of the school and the condition challenges facing the Pre 5 Centre.

3.9. It is also significant to note that this approach would reduce the number of property assets within the education estate, supporting the Council's asset management strategy.

3.10. A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:

- the educational experience for all pupils and young children could be improved if delivered in a refurbished St Anthony's Primary School building;

- the condition challenges facing Spateston Pre 5 Centre are such that the most appropriate, best value, approach would be to relocate the Centre into the surplus accommodation within the St Anthony's Primary School building; and

- a consultative approach, involving all stakeholders and service users, would deliver a refurbished building which would enhance the educational experience for all pupils and young children attending the School and Pre 5 Centre.

3.11. In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building.

3.12. The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building would be undertaken in May 2016.

3.13. However, further assessment of the programme and the reorganisation of resources suggests that the project can be accelerated as detailed below.

3.14. Subject to approval by the education and children policy board to proceed with this proposal, a refurbished building could be operational by January 2018. The proposed programme would be:

- Consultation commences — September 2015
- Approval to proceed received — January 2016
- Start of design phase — January 2016
- Start of construction phase — September 2016
- School operational — January 2018
- Demolition of vacant facilities commencing — June 2018

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4. Rationale for change and project development

4.1. At the last school census date in September 2014 St Anthony's Primary School had a capacity of 292 with a pupil roll of 183 meaning its sufficiency rating was satisfactory (category B) and it was 62.67% full.

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

4.3. The table below illustrates roll projections for both schools over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
St Anthony's Primary	292	183	189	190	191	200	199	197	195	188	184	179

4.4. The roll projection for St Anthony's Primary School shows a degree of fluctuation over a 10 year period and a revised capacity of around 212 to accommodate a single stream school is recommended. The accommodation required for such a roll will be in keeping with government recommendations outlined in the guidance document "Determining Primary School Capacity".

4.5. In addition to the mainstream provision the St Anthony's Primary School building will continue to accommodate an integrated additional support needs facility which requires facilities to support the individual needs of up to 30 pupils.

4.6. Spateston Pre 5 Centre accommodates an early years provision for 80 young children from three to five years old. It operates between 8.00am and 6.00pm on a term time basis.

4.7. Spateston Pre 5 Centre has a sufficiency rating of "A" but the building's condition is rated "C" (poor).

4.8. Through the SEMP development process officers identified three potential solutions to improve the sufficiency level at St Anthony's Primary School and the condition challenges at Spateston Pre 5 Centre. These options included:

- Option 1. The co-location of Spateston Pre 5 Centre in a refurbished St Anthony's Primary School building;

- Option 2. The capacity reduction of St Anthony's Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and

- Option 3. The construction of a new school, incorporating a Pre 5 Centre.

4.9. Following the compilation of cost estimates and an assessment of all of the options in the context of the Council's asset management strategy; it is considered that the refurbishment of St Anthony's Primary School building to accommodate Spateston Pre 5 Centre is the best value option for the Council.

5. Educational benefits statement

5.1. In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the Council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other community groups using the affected schools; children who would be likely to become pupils at the schools; and other pupils within the Council area.

5.2. Having carried out a review of the educational benefits of this proposal with the head teacher and head of centre, Children's Services concludes that the educational experience and outcomes for the primary school pupils and early years children will be improved if delivered in a single building which better meets the needs of all learners.

5.3. The following paragraphs detail some of the benefits that would be experienced by children and young people attending both facilities if this proposal was implemented by the Council.

5.4. A refurbished facility will better support the delivery of the curriculum for both establishments. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A refurbished building will facilitate the range of learning experiences necessary for the development of these skills.

5.5. In a refurbished building the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.

5.6.   A refurbished building would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the building would be developed through a consultative approach based around the needs of the primary school pupils and early years children; the staff of both facilities; and the ICT requirements of the local authority which operates a training provision from the St Anthony's Primary School Building.

5.7.   A refurbished building will energise the learning communities and support their wellbeing.

5.8.   Segregated play areas will be provided for the early years children.

5.9.   The primary school and pre 5 centre currently have "ECO Schools" status and would benefit in working together to share experiences. A garden area would benefit learners' participation in education about plant life and living things; further supporting the continued work in learning about environmental issues.

5.10. Flexible working spaces and staff development facilities within the refurbished building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage engagement and motivate learners.

5.11. The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support the improvement agenda within both establishments.

5.12. The redesigned building would provide nurture spaces to support both the school and pre 5 Centre in meeting the full range of needs of pupils and early years children.

5.13. The integration of additional support needs classes in the main body of the school will enhance the ethos of inclusion within St Anthony's Primary School. Such classes will be designed to support the needs of the pupils with quiet spaces provided where appropriate.

5.14. A refurbishment would ensure the building was fully compliant with the provisions of the Equality Act (2010).

5.15. The co-location would provide the opportunity for improving traffic management arrangements.

5.16. The proposal would ensure the refurbished building has a condition and sufficiency rating of "A".

5.17. By providing an efficient primary school building with an integrated additional support needs facility and pre 5 centre, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the Council area.

6. Impact on schools and their communities

6.1. An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the Spateston Pre 5 Centre or St Anthony's Primary School communities.

6.2. The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.

6.3. As this proposal relates to the refurbishment of the St Anthony's Primary School building there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.

6.4. Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.

6.5. Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.

6.6. This approach supports a "phased insitu refurbishment" where the refurbishment programme operates around the requirements of the school.

6.7. As part of the design development process for the project the head teacher and of head of centre would represent the interests of their communities at regular focus group meetings with the Council's project team.

6.8. For the duration of the construction period any non school lets would be redirected to alternative locations.

7. Consultation arrangements

7.1. The consultation document, attached to this report as Appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.

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

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

- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);

- establish a new school or stage of education in a school;

- relocate a school or nursery class;

- vary the catchment area or modify the guidelines for placing requests for a school;

- vary the arrangements for the transfer of pupils from a primary school to a secondary school;

- change the school commencement date of a primary school;

- vary arrangements for the constitution of a special class in a school other than a special school;

- discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;

- change a denominational school into a non-denominational school; and

- discontinue a further education centre which is managed by the council.

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

7.5. Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period Children's Services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;

- Education Scotland will then provide the Council with a report on the educational aspects of this proposal no later than 3 weeks after Children's Services has sent them all of the representations and documents noted above; and

- In preparing their report, Education Scotland may visit establishments affected by the proposal.

7.6. Children's Services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education policy board.

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

- an explanation of how the Council has reviewed the proposal;

- the report from Education Scotland in full;

- a summary of points raised during the consultation – both written and oral – and the Council's response to them; and

- the substance of any alleged or discovered inaccuracies and omissions details of the council's response and the action taken.

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

7.9. If any inaccuracy or omission is discovered in this proposal document, either by Children's Services or any individual, Children's Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Children's Services will then take appropriate action which may include:

- the issue of a correction;

- the reissue of the proposal paper; or

- the revision of the timescale for the consultation period as appropriate.

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

Activity	Date
Approval for consultation sought from education and children policy board	20 August 2015
Consultation document to be issued outlining the proposal to: • the parent council of any affected schools; • the parents of the pupils at any affected school; • the parents of any children who would be likely to become pupils at the affected schools; • the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); • the staff (teaching and other) at any affected school; • any trade union or professional body which appears to the education authority to be representative of the persons mentioned above; • the community council (if any); • any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1); • any other education authority that the education authority considers relevant; and • any other community groups using any of the affected schools.	27 August 2015

Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	27 August 2015
• Public consultation meeting held to consult with affected community; and • Questionnaire to go live on the Council website.	1 September 2015
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	28 October 2015
Report to Education Scotland on outcome of consultation.	by 11 November 2015
Response from Education Scotland on outcome of consultation.	by 2 December 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	

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 Implications of this report

1.   Financial Implications
The project involves the relocation of two services to one building and this may generate property savings which will be reported as part of the response to the consultation in January 2016.

2.   HR and Organisational Development Implications
If the proposal to co-locate 2 establishments in 1 building is approved Community Resources will have to consider the deployment of their staff who currently operate over 2 facilities. Similarly, Corporate Business Support will also have to determine the deployment of their staff as appropriate.

3.   Community Plan/Council Plan Implications

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

4. Legal Implications

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

5. Property/Assets Implications

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

The area of the land on which the existing Spateston Pre 5 Centre currently stands will be surplus to educational requirement. The surplus area is therefore referred to the director of development and housing services for further consideration and to be disposed of if it is not required for Council purposes.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. An equalities impact assessment is available on request.

8. Health and Safety Implications

None.

9. Procurement Implications

The procurement model for the delivery of this project will be developed by corporate procurement and development and housing services.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

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

(b)   Background Paper 2:   Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate; May 2014.

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

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Children's Services
IT/GMcK/LG/FD
6 August 2015

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

PROCEDURES FOR CONSULTATION RELATING TO:

The relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building.

1.   **Summary**

1.1   This report lays out the consultation procedures required to take forward the proposal as outlined above in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.

2.   **Procedures**

2.1   The procedures for consultation relating to this proposal are:

- a consultation document will be prepared outlining the background to the proposal to:

  - relocate Spateston Pre 5 Centre to a refurbished facility in the St Anthony's Primary School building.

- Copies of the document will be issued simultaneously to:

  - the parent council or combined parent council of any affected schools;

  - the parents of the pupils at any affected school;

  - the parents of any children who would be likely to become pupils at the affected schools;

  - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);

  - the staff (teaching and other) at any affected school;

  - any trade union which appears to the education authority to be representative of the persons mentioned above;

  - the community council (if any);

  - any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);

  - any other education authority that the education authority considers relevant; and

  - any other community groups using any of the affected schools.

2.2   It is proposed that:

- An advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected.

- The report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries.

- The consultation should commence on 1 September 2015 and it will run until 28 October 2015.

- A public meeting will be held at St Anthony's Primary School on 1 September 2015 to allow the proposal to be discussed and oral representations to be considered.

- Written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to: stanthonysandspateston@renfrewshire.gov.uk, no later than noon on 28 October 2015.

2.3   Copies of the proposal report and all written representations and comments received will be forwarded to Education Scotland who will consider the papers and prepare a report which will be sent to the education authority.

2.4   A consultation response report including a summary of all written submissions from all bodies and the report from Education Scotland will then be published by the education authority in advance of any Council decision. The report will include a statement of the authority's responses to any issues raised by representations received or by the report from Education Scotland. The consultation response report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries.

2.5   Interested parties have three weeks time for further consideration from the date of publication of the consultation report to make representations to the Scottish Ministers if they so wish.

2.6   If the decision is made to go ahead with the proposal, in whole or in part, then the education authority will notify the Scottish Ministers of the decision and provide copies of the proposal and consultation report immediately after the decision is made.

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

2.8   The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children policy board in January 2016.

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

The relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building

1.   Introduction

1.1   Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.

1.2   The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.

1.3   The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the Council's 4 objectives for the school estate in Renfrewshire:

Scottish Government Principles:

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

Council Objectives:

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

1.4   The Council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.

1.5   Core facts ratings are as follows:

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

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

1.7   This process recognised that the existing St Anthony's Primary School building was performing satisfactorily (rated "B") for the school community.

1.8   The process also identified that the condition of Spateston Pre 5 Centre was "C" (poor) and that by integrating the Centre into the surplus accommodation within St Anthony's Primary School the Council could improve the sufficiency of the school and the condition challenges facing the Pre 5 Centre.

1.9   It is also significant to note that this approach would reduce the number of property assets within the education estate, supporting the Council's asset management strategy.

1.10   A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:

- the educational experience for all pupils and young children could be improved if delivered in a refurbished St Anthony's Primary School building;

- the condition challenges facing Spateston Pre 5 Centre are such that the most appropriate, best value, approach would be to relocate the Centre into the surplus accommodation within the St Anthony's Primary School building; and

- a consultative approach, involving all stakeholders and service users, would deliver a refurbished building which would enhance the educational experience for all pupils and young children attending the School and Pre 5 Centre.

1.11   In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building.

1.12   The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building would be undertaken in May 2016.

1.13   However, further assessment of the programme and the reorganisation of resources suggests that the project can be accelerated as detailed below.

1.14   Subject to approval by the education and children policy board to proceed with this proposal, a refurbished building could be operational by January 2018. The proposed programme would be:

- Consultation commences   September 2015

- Approval to proceed received   January 2016

- Start of design phase   January 2016

- Start of construction phase   September 2016

- School operational   January 2018

- Demolition of vacant facilities commencing   June 2018

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2.   Rationale for change and project development

2.1   At the last school census date in September 2014 St Anthony's Primary School had a capacity of 292 with a pupil roll of 183 meaning its sufficiency rating was satisfactory (category B) and it was 62.67% full.

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

2.3   The table below illustrates roll projections for both schools over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
St Anthony's Primary	292	183	189	190	191	200	199	197	195	188	184	179

2.4   The roll projection for St Anthony's Primary School shows a degree of fluctuation over a 10 year period and a revised capacity of around 212 to accommodate a single stream school is recommended. The accommodation required for such a roll will be in keeping with government recommendations outlined in the guidance document "Determining Primary School Capacity".

2.5   In addition to the mainstream provision the St Anthony's Primary School building will continue to accommodate an integrated additional support needs facility which requires facilities to support the individual needs of up to 30 pupils.

2.6   Spateston Pre 5 Centre accommodates an early years provision for 80 young children from three to five years old. It operates between 8.00am and 6.00pm on a term time basis.

2.7   Spateston Pre 5 Centre has a sufficiency rating of "A" but the building's condition is rated "C" (poor).

2.8   Through the SEMP development process officers identified three potential solutions to improve the sufficiency level at St Anthony's Primary School and the condition challenges at Spateston Pre 5 Centre. These options included:

- Option 1. The co-location of Spateston Pre 5 Centre in a refurbished St Anthony's Primary School building;

- Option 2. The capacity reduction of St Anthony's Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and

- Option 3. The construction of a new school, incorporating a Pre 5 Centre.

2.9   Following the compilation of cost estimates and an assessment of all of the options in the context of the Council's asset management strategy; it is considered that the refurbishment of St Anthony's Primary School building to accommodate Spateston Pre 5 Centre is the best value option for the Council.

3.   Educational benefits statement

3.1   In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the Council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other community groups using the affected schools; children who would be likely to become pupils at the schools; and other pupils within the Council area.

3.2   Having carried out a review of the educational benefits of this proposal with the head teacher and head of centre, Children's Services concludes that the educational experience and outcomes for the primary school pupils and early years children will be improved if delivered in a single building which better meets the needs of all learners.

3.3   The following paragraphs detail some of the benefits that would be experienced by children and young people attending both facilities if this proposal was implemented by the Council.

3.4   A refurbished facility will better support the delivery of the curriculum for both establishments. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A refurbished building will facilitate the range of learning experiences necessary for the development of these skills.

3.5   In a refurbished building the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.

3.6   A refurbished building would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the building would be developed through a consultative approach based around the needs of the primary school pupils and early years children; the staff of both facilities; and the ICT requirements of the local authority which operates a training provision from the St Anthony's Primary School Building.

3.7   A refurbished building will energise the learning communities and support their wellbeing.

3.8   Segregated play areas will be provided for the early years children.

3.9   The primary school and pre 5 centre currently have "ECO Schools" status and would benefit in working together to share experiences. A garden area would benefit learners'

participation in education about plant life and living things; further supporting the continued work in learning about environmental issues.

3.10 Flexible working spaces and staff development facilities within the refurbished building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage engagement and motivate learners.

3.11 The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support the improvement agenda within both establishments.

3.12 The redesigned building would provide nurture spaces to support both the school and pre 5 Centre in meeting the full range of needs of pupils and early years children.

3.13 The integration of additional support needs classes in the main body of the school will enhance the ethos of inclusion within St Anthony's Primary School. Such classes will be designed to support the need of the pupils with quiet spaces provided where appropriate.

3.14 A refurbishment would ensure the building was fully compliant with the provisions of the Equality Act (2010).

3.15 The co-location would provide the opportunity for improving traffic management arrangements.

3.16 The proposal would ensure the refurbished building has a condition and sufficiency rating of "A".

3.17 By providing an efficient primary school building with an integrated additional support needs facility and pre 5 centre, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the Council area.

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4.   **Impact on schools and their communities**

4.1   An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the Spateston Pre 5 Centre or St Anthony's Primary School communities.

4.2   The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.

4.3   As this proposal relates to the refurbishment of the St Anthony's Primary School building there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.

4.4   Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff,

pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.

4.5   Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.

4.6   This approach supports a "phased insitu refurbishment" where the refurbishment programme operates around the requirements of the school.

4.7   As part of the design development process for the project the head teacher and of head of centre would represent the interests of their communities at regular focus group meetings with the Council's project team.

4.8   For the duration of the construction period any non school lets would be redirected to alternative locations.

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5.   Consultation arrangements

5.1   The consultation document, attached to this report as Appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.

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

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

- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);

- establish a new school or stage of education in a school;

- relocate a school or nursery class;

- vary the catchment area or modify the guidelines for placing requests for a school;

- vary the arrangements for the transfer of pupils from a primary school to a secondary school;

- change the school commencement date of a primary school;

- vary arrangements for the constitution of a special class in a school other than a special school;

- discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;

- change a denominational school into a non-denominational school; and

- discontinue a further education centre which is managed by the council.

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

5.5 Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period Children's Services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;

- Education Scotland will then provide the Council with a report on the educational aspects of this proposal no later than 3 weeks after Children's Services has sent them all of the representations and documents noted above; and

- In preparing their report, Education Scotland may visit establishments affected by the proposal.

5.6 Children's Services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education policy board.

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

- an explanation of how the Council has reviewed the proposal;

- the report from Education Scotland in full;

- a summary of points raised during the consultation – both written and oral – and the Council's response to them; and

- the substance of any alleged or discovered inaccuracies and omissions details of the council's response and the action taken.

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

5.9 If any inaccuracy or omission is discovered in this proposal document, either by Children's Services or any individual, Children's Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Children's Services will then take appropriate action which may include:

- the issue of a correction;

- the reissue of the proposal paper; or

- the revision of the timescale for the consultation period as appropriate.

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

Activity	Date
Approval for consultation sought from education and children policy board	20 August 2015
Consultation document to be issued outlining the proposal	27 August 2015

to: • the parent council of any affected schools; • the parents of the pupils at any affected school; • the parents of any children who would be likely to become pupils at the affected schools; • the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); • the staff (teaching and other) at any affected school; • any trade union or professional body which appears to the education authority to be representative of the persons mentioned above; • the community council (if any); • any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1); • any other education authority that the education authority considers relevant; and • any other community groups using any of the affected schools.	
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	27 August 2015
• Public consultation meeting held to consult with affected community; and • Questionnaire to go live on the Council website.	1 September 2015
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	28 October 2015
Report to Education Scotland on outcome of consultation.	by 11 November 2015
Response from Education Scotland on outcome of consultation.	by 2 December 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	

Item 5

To:	**Education and Children Policy Board**
On:	**20 August 2015**

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

Heading:	**Education Scotland Inspection of St Paul's Primary School, Paisley**

1. Summary

1.1. St Paul's Primary School in Paisley was inspected by Education Scotland, in February 2015, as part of a national sample of primary education. The letter to parents and quality indicator evaluations, published by Education Scotland on 12 May 2015 are attached as appendices to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website www.educationscotland.gov.uk

1.2. The purpose of the school inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on five quality indicators which were: improvements in performance; the quality of learners' experiences; meeting learning needs; the curriculum; and improvement through self-evaluation.

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

- confident, courteous, enthusiastic children who discuss and evaluate their learning;
- strong staff teamwork which supports children's learning and ensures it is stimulating;
- children's learning experiences which help them develop skills for life and work; and
- the leadership of the headteacher in creating an ethos where all involved in the school are committed to continuous improvement.

1.4.   The report identified four areas for further improvement. These were:

- the school should develop further the curriculum;
- as planned, the school should continue to raise attainment;
- staff should continue to ensure that children's learning needs are met; and
- with the support of the Renfrewshire Council, the school should ensure that planned developments continue to be supported.

1.5.   Education Scotland was confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, it will make no further visits in connection with this inspection. During the inspection, Education Scotland identified an aspect of innovative practice which they would like to explore further. Education Scotland has since worked with the school and Renfrewshire Council to record the innovative practice and share it more widely.

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

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2.   Recommendations

2.1.   Members of the education and children policy board are asked to note the key strengths and the areas for improvement in the Education Scotland report on St Paul's Primary School.

3.   Background

3.1.   Education Scotland reports are circulated to the local elected members, staff, parent council members and are made available on-line to the wider parent body. Copies are also sent to local and central libraries.

3.2.   The report includes four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.

3.3.   Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.

3.4.   Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire schools. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

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Implications of this report

1.   Financial Implications
None.

2.   HR and Organisational Development Implications
None.

3.   Community Plan/Council Plan Implications

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

4.   Legal Implications
Standards in Scotland's Schools etc Act 2000.

5.   Property/Assets Implications
None.

6.   Information Technology Implications
None.

7. Equality and Human Rights Implications
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.

8. Health and Safety Implications
None.

9. Procurement Implications
None.

10. Risk Implications
None.

11. Privacy Impact
None.

List of Background Papers

(a)   None.

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Children's Services
TMcE/AK/GMcK/LG
5 August 2015

Author: Tony McEwan, Education Manager (planning and performance),
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12 May 2015

Dear Parent/Carer

**St Paul's Primary School
Renfrewshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of the many changes that have taken place. We also looked at how children's views are being used to improve the school. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?
Across the school and the communication unit, all children are very well behaved, and enjoy their learning. In the communication unit, they are learning successfully through a variety of contexts which increase their confidence and knowledge. At the primary stages, almost all children are actively engaged and are very interested in what they are learning. They work very well in pairs and groups when discussing an activity or an answer. They help each other frequently to complete tasks and solve problems, for example when carrying out projects or investigations. Almost all children are very well focussed when working independently. All children contribute to lessons with confidence and enthusiasm and are taking responsibility for their own learning. As a result, they are becoming independent learners and are developing further their thinking skills. Staff use a range of creative teaching approaches to make learning more stimulating. They make learning more relevant for children through effective use of real-life contexts. Children feel their views are sought and acted upon and enjoy being involved in making decisions about their learning.

Across the school and communication unit, children have gained awards for various activities. They have recently gained their first green flag from Eco-Schools Scotland. The school has also achieved Fairtrade status and children participate enthusiastically in Fairtrade events. Children are gaining success in sports and musical activities, such as athletics and dancing. Through all of these and other similar activities, children are becoming more confident and developing both their citizenship and leadership skills. Across the school, children are developing their literacy and numeracy skills well. At all stages, children enjoy reading and can speak knowledgably about the different authors they have read. Following changes to teaching approaches, children's writing skills are improving and their vocabulary is extending well. At P1 and P2, children use songs and routines to reinforce their learning. The school should continue to develop its approaches to teaching reading and writing, with the aim of improving children's literacy skills. Children are learning successfully the purpose of mathematics through activities linked to everyday

experiences and contexts and are making suitable progress. The school should develop further children's skills in solving mathematical problems using a range of contexts. The school needs to continue to build on the strong start to improving children's attainment in literacy and numeracy across the school. The school has plans in place to address this aspect.

How well does the school support children to develop and learn?
Across the school and the communication unit, staff and children work very well together. In the communication unit, tasks and activities provide children with appropriate levels of challenge. Staff in the unit have developed different activities that effectively support children in their learning. Across the primary stages, staff provide children with tasks that are well matched to the learning needs of most children. Staff should continue to plan tasks and activities that provide children with suitable levels of challenge. Class teachers and support staff work very well together to meet children's learning needs. The school works closely with parents, keeping them informed of their child's learning needs and progress. It works effectively with a range of external partners and together they are supporting children successfully in their learning. The school should continue to review the progress of children requiring support in their learning to ensure that their targets are achievable.

Across the school and the communications unit, staff are working confidently with Curriculum for Excellence. The curriculum links closely with the school's aims and its Gospel values. In a short space of time, teachers have reviewed and developed most areas of the curriculum, as well as sharing ideas and resources. They have refreshed their planning approaches so that they are now more streamlined and more effective in delivering the curriculum. For example, they have produced a variety of topics that are exciting and help children apply their knowledge and skills across different curricular areas. As a result, children are experiencing a broad and balanced curriculum and the school has plans to further develop the curriculum. The school supports children well as they move from nursery to P1. Arrangements to support children when they move from P7 to St Andrew's Academy are very well organised and effective. The school should continue to develop its curricular links with its nurseries, and St Andrew's Academy to ensure children make suitable progress as they move from stage to stage.

How well does the school improve the quality of its work?
The headteacher has a very strong and clear vision of continuous improvement for the school. The headteacher and the depute headteacher have successfully established a team approach to self-evaluation which enables teachers and children to lead improvements. The senior leadership team have developed an ethos where staff are constantly evaluating and improving their work. The depute headteacher and principal teacher provide the headteacher with valuable support, and staff with advice and guidance on developing the curriculum. As a management team, they provide helpful feedback to staff about how they could improve children's learning experiences. The senior leadership team and teachers frequently ask children about their learning and use children's suggestions to improve the school further. Staff are very reflective practitioners and participate regularly in a variety of professional learning opportunities to improve their teaching approaches. Staff are tracking and monitoring children's performance continuously and in detail, to ensure that children are making suitable progress in their learning. The additional support by Renfrewshire Council over the past year has helped the school improve and we would ask that this level of support be continued. Parents are regularly consulted through questionnaires and the Parent Council. The headteacher has made improvements as a result of their comments.

This inspection found the following key strengths:

- Confident, courteous, enthusiastic children who discuss and evaluate their learning.
- Strong staff teamwork which supports children's learning and ensures it is stimulating.
- Children's learning experiences which help them develop skills for life and work.
- The leadership of the headteacher in creating an ethos where all involved in the school are committed to continuous improvement.

We discussed with staff and Renfrewshire Council how they might continue to improve the school. This is what we agreed with them:

- The school should develop further the curriculum.
- As planned, the school should continue to raise attainment.
- Staff should continue to ensure that children's learning needs are met.
- With the support of the Renfrewshire Council, the school should ensure that planned developments continue to be supported.

What happens at the end of the inspection?
We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. We shall work with the school and Renfrewshire Council to record the innovative practice and share it more widely.

Hakim Din
HM Inspector

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*1. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for **St Paul's Primary School**.

Improvements in performance	good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	very good

Item 6

To:	**Education and Children Policy Board**
On:	**20 August 2015**

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

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Heading:	**Education Scotland Inspection of Linwood High School**

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1.   Summary

1.1.   Linwood High School was inspected by Education Scotland, in February 2015, as part of a national sample of secondary education. The letter to parents and quality indicator evaluations, published by Education Scotland on 29 April 2015 are attached as appendices to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website www.educationscotland.gov.uk

1.2.   The purpose of the school inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on five quality indicators which were: improvements in performance; the quality of learners' experiences; meeting learning needs; the curriculum; and improvement through self-evaluation.

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

- building young people's confidence and creativity both within and beyond the classroom;
- young people who are engaging with and improving their local community, enabled and supported by strong community links;
- support for young people requiring additional support across the Kintyre Base and the rest of school; and
- the effective focus on employability and skills for life and work.

1.4. The report identified four areas for further improvement. These were to:

- develop a consistent approach across the school to promoting positive relationships and behaviour;
- develop further the approaches to monitoring and tracking to raise attainment;
- continue to review and develop the curriculum to meet learning needs and improve the attainment of all young people; and
- ensure that the findings from the self-evaluation processes are taken forward across the school leading to the desired improvement for all young people.

1.5. Education Scotland was confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, it will make no further visits in connection with this inspection

1.6. Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by quarterly monitoring visits by the link education officer. Within two years of the publication of the report children's services will inform parents of the progress made by the school in addressing the main points for action.

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2. Recommendations

2.1. Members of the education and children policy board are asked to note the key strengths and the areas for improvement in the Education Scotland report on Linwood High School.

3. Background

3.1. Education Scotland reports are circulated to the local elected members, staff, parent council members and are made available on-line to the wider parent body. Copies are also sent to local and central libraries.

3.2. The report includes four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.

3.3. Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.

3.4. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire schools. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

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Implications of this report

1. Financial Implications
None.

2. HR and Organisational Development Implications
None.

3. Community Plan/Council Plan Implications

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

4. Legal Implications
Standards in Scotland's Schools etc Act 2000.

5. Property/Assets Implications
None.

6. Information Technology Implications
None.

7. **Equality and Human Rights Implications**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.

8. **Health and Safety Implications**
None.

9. **Procurement Implications**
None.

10. **Risk Implications**
None.

11. **Privacy Impact**
None.

List of Background Papers

(a)   None.

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Children's Services
TMcE/AK
15 July 2015

Author: Tony McEwan, Education Manager (planning and performance),
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29 April 2015

Dear Parent/Carer

Linwood High School
Renfrewshire Council

Recently, as you may know, my colleagues and I inspected your child's school. The school includes the Kintyre Base which is a Renfrewshire Council area provision for young people with additional support needs. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the work on profiling, developing young people's employability skills and the promotion of positive behaviour. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?
Most young people across the school, including those attending the Kintyre Base, are progressing well with their studies, staff encourage them to do the best they can and they get help from teaching staff when they need it. They value the extra study support and resources offered by teachers, such as through supported study classes or accessing website resources. Many young people from S4 to S6 feel encouraged and supported in their learning through the one-to-one mentoring approach with an assigned teacher. Young people often work together in groups supporting each other well to solve problems. Most work well independently and take responsibility for their learning when required to do so. For example, when conducting and organising their work in research projects. Young people reflect on their learning in a range of ways such as through discussion with their teachers and completion of profiles. They find reflecting on their work as they complete their profiles helpful. The school has plans to develop the profiling system further to ensure that all young people understand fully the skills and knowledge they are gaining. This would also allow young people to set more meaningful targets for their learning. Overall, relationships across the school between young people and staff are positive and most young people respond well to teachers' guidance and instructions. However, a minority of young people display poor behaviour that disrupts the learning of others. management strategies and working towards teachers applying them consistently across the school. Young people in the Kintyre Base are able to express their views well, for example through their pupil council. They have a say in what and how they learn.

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Almost all young people from across the school are involved in a wide range of activities that they can take part in within or beyond school. Young people develop a range of skills and report improved self-esteem and aspirations through participation in work in a range of areas including horticultural, sporting, cultural, employability and volunteering activity. For example, young people are working effectively with the Royal Horticultural Society in a school-community garden project. They are working well to improve the environment and contribute to the increasingly positive image of Linwood in partnership with the local Community Development Trust. This work is building pride in the local community, developing young people's sense of belonging and showing them that their activities have an impact. Young people are developing their creativity skills very well and learning how to express themselves particularly through work in expressive arts classes and the many out-of-class activities for music and dance. Young people develop their leadership skills through a range of activities. All young people at S2 develop skills in team building and an awareness of developing cultures through participation in the Rapid Response challenge. All at S3 through involvement in the Youth Philanthropic Initiative show concern for others and develop further their researching and evaluative skills. A few carry on developing their citizenship skills through voluntary work with their chosen charities. A few young people at the upper stages have acted as leaders through volunteering in community activity and social action work as part of Inspiring Renfrewshire's Youth project and in partnership with Planning Aid Scotland. Their achievements have been recognised through gaining awards such as Saltire or SQA achievement awards. While there are high levels of young people becoming involved in achievement activities, we have asked staff to make more use of awards frameworks to support young people's ability to recognise skills development and their own achievements.

Overall, young people, including those who require additional support in their learning, are making appropriate progress from S1 to S3. The findings from the school's own monitoring and tracking approaches however indicate that this progress varies across curriculum areas. The school does not yet have processes in place to monitor attainment over time from S1 to S3. In recent years, the attainment of young people from S4 to S6 in national qualifications has varied across a range of national performance measures with few obvious trends. There is scope for improving attainment at all levels and across a range of subjects. Overall, young people perform either in line with or less well than other young people from across Scotland who have similar needs and backgrounds. Attainment in numeracy however is either in line with or above that of other young people from across Scotland with similar needs and backgrounds. The school recognises the need to improve attainment in literacy at National 5 level and above. There are signs of improvement in the proportion of young people achieving Advanced Higher awards. The school should ensure that all young people are presented for national qualifications at the appropriate level. There is a need to also ensure that all young people progress as well as they possibly can as they move from S4 to S6. Young people in the Kintyre Base are achieving national qualifications at National 4 level or equivalent in subjects such as English, mathematics and biology. In recent years most young people move on to a positive destination on leaving school with a higher proportion moving on to further education than local authority and national averages.

How well does the school support young people to develop and learn?
Most staff plan learning activities which are varied and matched well to the needs of individuals and groups. However, middle and higher attaining young people would benefit at times from more challenge. Young people value the high-quality personal support provided by the pastoral care and support for learning staff. Young people who require additional support with their learning are identified early and effectively. They benefit from the additional support which is provided. Planning is effective for those who require additional support in their learning when moving from primary to S1 or from another Renfrewshire Council school to the Kintyre Base. Individual learner profiles (ILPs) provide useful information to staff about individual needs and advice on strategies which can be used to provide appropriate support. ILPs involve young people commenting on their learning and reflecting on the support they require. In moving to Renfrewshire Council's approach involving the use of a 'Child's Plan' staff should ensure that approaches are understood by all and that parents are fully involved in both the review process and in agreeing next steps. Staff have developed strong links with a range of partners such as the home link service and Youth Services project staff which helps them to support young people and their families better. Senior leaders need to work together to ensure that record keeping in key areas is consistent and robust and allows for regular review and evaluation. The school in partnership with Renfrewshire Council should review support plans for a few young people on part-time timetables in the Kintyre Base to ensure that they receive their full entitlement to education.

The school has developed its curriculum taking account of national advice on Curriculum for Excellence and within Renfrewshire Council's agreed curriculum model. From S1 to S3 young people study a broad range of subjects with opportunities to exercise choice at S2 and S3 in elective programmes which includes media, moviemaking, Heart Start and horticulture. At S3, young people can further exercise choice when given the opportunity to study subjects within curriculum areas in greater depth. There is a need to develop monitoring and tracking approaches further to ensure that young people are able to access courses at the appropriate level for them, allowing them to make the best progress possible. The school should continue to explore ways to extend the range of qualifications and levels on offer at S4. This would widen further the range of routes available to help them progress well to the upper stages. Although young people at S4 develop employability skills from a work experience programme, they would benefit from better access to vocational courses. The school should explore with Renfrewshire Council arrangements for achieving this. The school works in partnership very well with other local secondary schools and West College to widen the range of courses on offer to young people at S5 and S6. It has developed strong links with partners such as local businesses, the Holocaust Memorial Trust and Hearty Lives to develop skills for life and work and provide real-life and relevant contexts for learning. There is a need to build on curriculum links across subject areas with the two associated primary schools to ensure that staff can plan for continuity and progression from prior learning.

How well does the school improve the quality of its work?
The headteacher demonstrates a clear commitment to improvement for all and is valued for supporting staff and young people to develop their knowledge and skills. Under her leadership the school has formed a number of productive partnerships which has enhanced learners' experiences. She is supported by an education support manager and by three depute headteachers who have all been appointed within the last two years. The depute headteachers are now beginning to have an impact on their areas of responsibility. Positive partnership between the school and Renfrewshire Council staff has resulted in change being managed effectively in the

Kintyre Base. For example, where appropriate, young people learn more often in mainstream classes which is enabling their needs to be met better. Staff are committed to improving outcomes for the young people of Linwood High School. They reflect on their own practice, are committed to improving their skills through professional learning and participate or take the lead in a range of working groups or committees helping to improve the school. Staff use a range of approaches to evaluate the quality of their work. This includes the use of pupil and parental surveys, reviewing attainment in national qualifications and learning visits by all staff. Staff also helpfully contribute to evaluation activities with local community groups. There is scope for young people to have more of a voice and to be able to influence school improvement further. The school's approaches to self-evaluation are identifying areas for development. All staff now need to work together to achieve the desired improvement in areas such as attainment, consistency in high-quality learning experiences, standards of positive behaviour and reducing exclusion levels. The senior management team through their departmental links need to support and challenge appropriately to secure improvement across the school. The school has capacity to improve further as it continues to work with Renfrewshire Council.

This inspection found the following key strengths:

- Building young people's confidence and creativity both within and beyond the classroom.
- Young people who are engaging with and improving their local community, enabled and supported by strong community links.
- Support for young people requiring additional support across the Kintyre Base and the rest of school.
- The effective focus on employability and skills for life and work.

We discussed with staff and Renfrewshire Council how they might continue to improve the school. This is what we agreed with them:

- Develop a consistent approach across the school to promoting positive relationships and behaviour.
- Develop further the approaches to monitoring and tracking to raise attainment.
- Continue to review and develop the curriculum to meet learning needs and improve the attainment of all young people.
- Ensure that the findings from the self-evaluation processes are taken forward across the school leading to the desired improvement for all young people.

What happens at the end of the inspection?
We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Renfrewshire Council will inform parents about the school's progress. Our Area Lead Officer will maintain contact with Renfrewshire Council to monitor progress.

Marie McAdam
HM Inspector

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*[1]. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for **Linwood High School**.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

Item 7

To:	**Education and Children Policy Board**
On:	**20 August 2015**

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

Heading:	**Revised Standard Circular 60: Determining Primary School Capacity**

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1. Summary

1.1. The existing standard circular 60: The Capacity of Primary Schools was last updated in March 2001.

1.2. Over time, local authorities have determined their own school capacity modelling policies and this has resulted in variations across the country in how school capacity is calculated.

1.3. In April 2013 The Commission on the Delivery of Rural Education recommended that "a consistent approach to school capacity modelling should be agreed between the Scottish Government and local authorities".

1.4. Responding to this, the Scottish Government and other agencies worked together to develop a consistent approach which could be applied to school capacity modelling in the future.

1.5. This process led to the production of guidance on determining primary school capacity which should now be adopted and implemented as council policy.

1.6. An analysis of this updated guidance has shown that there are no implications for decisions previously made in relation to school estate management planning.

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2. Recommendations

2.1. The education and children policy board is asked to:

- approve the revision of the existing standard circular 60: "The Capacity of Primary Schools" through the adoption of Scottish Government guidance "Determining Primary School Capacity" which is attached as an appendix to this report.

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3. Background

3.1. The provision and delivery of education at a local level in Scotland is the statutory responsibility of local authorities under the Education (Scotland) Act 1980.

3.2. This responsibility includes effective management of the school estate which involves determining the maximum number of pupils who may be suitably accommodated in every room in a school (under the Schools General (Scotland) Regulations 1975), and the administration of the placing request system.

3.3. Over time, local authorities have determined their own school capacity modelling policies and this has resulted in variations across the country in how school capacity is calculated.

3.4. In April 2013 The Commission on the Delivery of Rural Education found that inconsistency in the use of capacity figures in school closure proposals was resulting in the data being challenged. Accordingly, The Commission recommended that "a consistent approach to school capacity modelling should be agreed between the Scottish Government and local authorities".

3.5. Responding to this, the Scottish Government worked closely with CoSLA, the Association of Directors of Education in Scotland (ADES), individual local authorities and others to develop a consistent approach which should be applied to school capacity modelling in Scotland in future.

3.6. This process has led to the production of guidance on determining primary school capacity which should now be adopted and implemented as council policy.

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Implications of this report

1.   Financial Implications
    None.

2.   HR and Organisational Development Implications
    None.

3.   Community Plan/Council Plan Implications
    None.

4.   Legal Implications
    None.

5.   Property/Assets Implications
    None.

6.   Information Technology Implications
    None.

7.   Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.

8.   Health and Safety Implications
None.

9.   Procurement Implications
None.

10.   Risk Implications
None.

11.   Privacy Impact
None.

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List of Background Papers

None

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Children's Services
IT/GMcK/CVG
6 August 2015

Author: *Ian Thomson, education manager (resources). 0141 618 7241,*
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Determining Primary School Capacity

Guidance

24 October 2014

smarter
scotland
SCOTTISH GOVERNMENT

Contents

Part 1: Introduction

1.   Background

1.1   Present Situation

The provision and delivery of education at a local level in Scotland is the statutory responsibility of Local Authorities under the Education (Scotland) Act 1980. This includes effective management of their school estate which involves determining the maximum number of pupils who may be suitably accommodated in every room in a school (under the Schools General (Scotland) Regulations 1975), and the administration of the placing request system in their area. As a result, Local Authorities have determined their own school capacity modelling policies over time. This has resulted in variations across the country in how school capacity is calculated.

The latest Scottish Government guidance regarding school capacity was issued in December 2004: "Guidance on Determining School Capacities – Circular No 3/2004", a link to which can be found in Appendix 1.

There has been a significant level of innovative design in new school buildings in Scotland. Within the context of Curriculum for Excellence, space is being designed and used more creatively and increasing flexibility in learning and teaching is being realised. This is complemented by a significant increase in wireless/mobile technology. Such changes in the school estate need to be taken into account when determining the utilisation of school buildings, whilst recognising that Local Authorities must also manage their existing school estate.

1.2   The Commission on the Delivery of Rural Education

The Commission on the Delivery of Rural Education was established in August 2011 by the Scottish Government and the Convention of Scottish Local Authorities (CoSLA) to examine both how the delivery of rural education could maximise the attainment, achievement and life chances of young people in rural areas, and the link between rural education and rural communities. The Commission was also asked to review the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act) and its application and make recommendations on the delivery of all aspects of education in rural areas.

The Commission's Report, published in April 2013, set out 38 recommendations to the Scottish Government and Local Authorities, including one on school capacity. The Commission found that inconsistency in the use of capacity figures in school closure proposals was resulting in the data being challenged and distrust between communities and Local Authorities. Recommendation 23 proposed:

"A consistent approach to school capacity modelling should be agreed between the Scottish Government and Local Authorities".

1

In response, the Scottish Government agreed to review the guidance on determining school capacities and to work closely with CoSLA, the Association of Directors of Education in Scotland (ADES), individual Local Authorities and others to develop a consistent approach which can be applied to school capacity modelling in Scotland in future. This process has led to the production of this guidance.

1.3   Benefits of a Consistent Approach

Through the Commission's work and discussions with Local Authorities it became clear that a more consistent approach to school capacity modelling could lead to the following:

> A clear, transparent basis for school capacity calculations used in school closure consultations, which would improve confidence in the data used and reduce argument on the subject.
> Fairer and quicker negotiations across the country in obtaining developer contributions for school extensions or new schools as a result of local housing developments. A consistent approach would help developers understand the implications of their development proposals.
> More reliable and useful national data (provided to Scottish Government through the annual Core Facts Statistical return) for analysing Scotland's School Estate at both a local and national level, allowing benchmarking to take place with other Local Authorities.
> A recommended approach to school capacity modelling, which is adopted by all Local Authorities, should provide stronger evidence for capacity calculations and therefore a stronger basis for placing request decisions.

2.   Purpose and Scope of Guidance

This document provides guidance to Local Authorities on the determination of "School Capacity" with the aim to provide a more consistent approach to calculating the capacity of schools across the country. A consistent approach could be achieved if all Local Authorities adopt this guidance.

Following consultation with Local Authorities, it was generally agreed that providing guidance on calculating Secondary School capacities was not a priority at this time. It was suggested that it might be more appropriate once Curriculum for Excellence and the new National Qualifications have been fully implemented across the country, and any implications for school layout are understood. As a result, this guidance is focused on calculating the capacity of Primary Schools in Scotland.

This guidance does not apply to pre-school or Additional Support Needs (ASN) provision within a Primary School.

Given the diverse nature of Local Authorities in Scotland, both geographically and demographically, it would not be possible or effective for the Scottish Government to impose a strict method for calculating school capacity which would work in all Authority areas. Different factors will have a greater or lesser impact on school capacities depending on local circumstances, and the effective management of the

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relevant factors will vary. It should be recognised that a proportion of Scotland's schools will not be able to comply fully with this guidance at this time.

This guidance sets out the Scottish Government's recommended method of calculating primary school capacity which Local Authorities should endeavour to follow as far as possible in order to increase consistency across the country to achieve the benefits set out in Section 1.3. The proposed method is designed to be flexible to allow Local Authorities to apply it to suit their existing systems and needs. It remains a Local Authority responsibility to choose how they calculate capacity in their areas.

This guidance supersedes the Scottish Government Guidance on Determining School Capacities – Circular No 3/2004 issued in December 2004 for Primary Schools.

2.1 Why Calculate School Capacity?

A clear, consistent basis for calculating the capacity of schools requires to be defined for the following reasons:

a) Forward planning

To allow assessment of the need for future investment in the school estate, e.g. new build and refurbishment of schools and other changes in school provision taking account of factors such as population trends and new housing.

To anticipate the impact of new housing to secure appropriate developer contributions.

b) Curricular and organisational needs

To establish the number of children for whom the school can provide the desired curriculum, and to allow assessment of the implications of any new staffing standards, changing methodologies and new resources.

c) Placing requests

To establish a clear and consistent basis for contributing towards determining whether placing requests should be granted or refused and identifying schools which are currently over capacity or may exceed capacity in the future.

d) Calculation of performance indicators

Accurate capacity and roll information for each school is required to monitor and evaluate the usage of school places.

3

e) Informing consultations on proposed changes to the school estate

> To meet legal requirements to provide clear, accurate information in consultations on changes to the school estate, e.g. school closures, that the public has confidence in.

f) Scottish Government Policy

> To take account of the priorities and objectives set by the Scottish Government, such as:

> To ensure that P1-P3 classes in primary schools comply with class size legislation and P4-P7 classes comply with the maxima set out in teachers' terms and conditions of service.
> Changes to curriculum policy and guidance and the provision of the facilities required to deliver the curriculum.

The Scottish Government recognises that capacity is an important practical measure for Local Authorities which has many uses. It should however be borne in mind that capacity is only one of many measures of the school estate, and that it should only ever be considered alongside other qualitative measures such as educational issues and geography.

The Scottish Government does not have a recommended occupancy level for schools. It is up to Local Authorities to consider both quantitative and qualitative measures when making decisions on their school estate.

2.2 Existing Policy and Legislation

This guidance encompasses legislative and policy changes.

The statutory guidance issued under Section 28A(3) of the Education (Scotland) Act 1980 (the "1980 Act"), which authorities are required to have regard to, sets out the exceptions to the duty on an education Authority to comply with a placing request. Section 44(4) of the Standards in Scotland's Schools etc. Act 2000, which came into force on 31 December 2004, inserted an amendment into Section 28A of the 1980 Act which enables authorities to refuse a placing request in certain circumstances as if to allow it would have the consequence that the capacity of the school would be exceeded in terms of pupil numbers. This increases the importance for Local Authorities to determine the capacity of their schools.

Regulation 2 of the Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010, inserted an amendment into Section 3 of the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999, which set the new lower statutory class size maximum of 25 in all single stage P1 classes. Class size maxima in P1-P3 single stage classes are governed by the aforementioned regulations and Local Authorities are required to take account of these as well as the class size maxima set by national agreement in teachers' terms and conditions of service.

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Current class size maxima are as follows*:

Primary 1: 25 pupils
Primary 2-3: 30 pupils
Primary 4-7: 33 pupils
Composite class: 25 pupils

*NB: These class size limits are current at the date of publication of this guidance. However, the Scottish Government has indicated that it intends to consult in 2014 on possible changes to these limits

Local Authorities are required to have regard to these limits. These have been included in the Primary School Capacity methodology below.

The full text of the new Section 3 of the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 is set out in Appendix 2.

Importantly, when applying this guidance, Local Authorities must ensure they are adhering to the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 in relation to school site size, sanitary facilities etc., relevant aspects of the 1980 Act which relate to school accommodation, pupil safety etc. as well as relevant building standards and health and safety legislation.

3.   Approach

This guidance has been developed in consultation with a wide group of Local Authority stakeholders. An extensive review of existing literature on this topic has been undertaken as well as a review of Local Authorities' existing school capacity policies and relevant guidance and legislation (see Appendix 1 for a list of relevant guidance and legislation).

All Scottish Local Authorities were invited to be involved in the preparation and provision of this guidance.

Following consultation with CoSLA, ADES and Scottish Local Authorities, this document sets out the recommended approach to primary school capacity modelling in Scotland to create greater consistency across the country.

4.   Timescale

To avoid cutting across admission and placing request processes, it is recommended that Local Authorities, if they choose to do so, implement this guidance from January 2015 for the start of the new school session in August 2015 where possible.

As with any new guidance of this nature, there will be a transitional period as Local Authorities begin to adopt it. During this time it is reasonable for Local Authorities to apply their existing methodology when making decisions regarding their school estate until such a time when the Local Authority incorporates this guidance into its own processes. It is not expected that Local Authorities would re-calculate capacities in current closure consultations.

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5.   Recommendations

The Scottish Government makes the following recommendations:

That all Scottish Local Authorities adopt the approach set out in Part 2 to calculate the Planning Capacity of Primary Schools in their areas to create greater consistency across the country.

That all Scottish Local Authorities adopt the approach set out in Part 2 to calculate the Working Capacity of Primary Schools in their areas to determine the sufficiency of its School Estate, taking into account local factors such as existing Local Authority policies, nature and design of schools etc.

That all Scottish Local Authorities consider what a consistent approach to calculating the capacity of Secondary Schools should be, and seek to work together to develop this by 2016.

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Part 2: Primary Schools

It was generally agreed that in order to keep it simple, there should be no more than two measures of primary school capacity. These are **Planning Capacity** and **Working Capacity**.

Generally, Local Authorities already calculate these measures, however, there was inconsistency around what they were called, specifically what was included in the calculation and when and how they were used.

1. Planning Capacity

1.1 Definition

Planning Capacity is a physical, theoretical measure of the total number of pupils which could be accommodated in a school, based on the total number of teaching spaces, the size of those spaces and the class size maxima.

It is important to note here that in reality, Planning Capacity is rarely achieved due to the size of a school and how many classes it can offer, differences in class sizes for different age groups, etc. Some pupil distributions are more efficient, allowing some schools to operate more closely to Planning Capacity than others.

Planning Capacity should be used for broad strategic issues relating to school provision, e.g. for forward planning for the school estate, to assess the impact of new government policies, etc.

As outlined in the Suitability Core Fact publication (see Appendix 1) it is this figure which should be returned to the Scottish Government in the annual School Estate Core Facts Statistical return.

If all Local Authorities measure Planning Capacity in the same way, the data which is reported to the Scottish Government and published on an annual basis will be consistent, leading to the benefits outlined in Section 1.3 of Part 1 of this guidance.

1.2 Calculating Planning Capacity

There are 4 steps to calculating Planning Capacity:

| |
|---|
| 1) Determine which teaching spaces will be included |
| 2) Determine the size of selected class bases |
| 3) Determine the maximum number of pupils which could be accommodated in each class base |
| 4) Total Planning Capacity |

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1) Determine which teaching spaces will be included

The Planning Capacity calculation should include all teaching spaces in a school which are designated for full time class teaching. This will include all closed/cellular, semi-open and open-plan class bases.

Local Authorities should make a judgement on the status of any temporary accommodation e.g. modular external teaching spaces, in their longer term planning, to determine whether or not they should be included in the Planning Capacity calculation.

The nature and use of teaching space varies from school to school. In many cases, teaching spaces are moving away from traditional closed/cellular classrooms. Many new schools are being designed where class bases open out to breakout space. The diagrams below illustrate a variety of layouts which exist in Scotland's schools. It is only the designated Class Bases, as marked in the diagrams, which should be included in the capacity calculation.

Diagrams:

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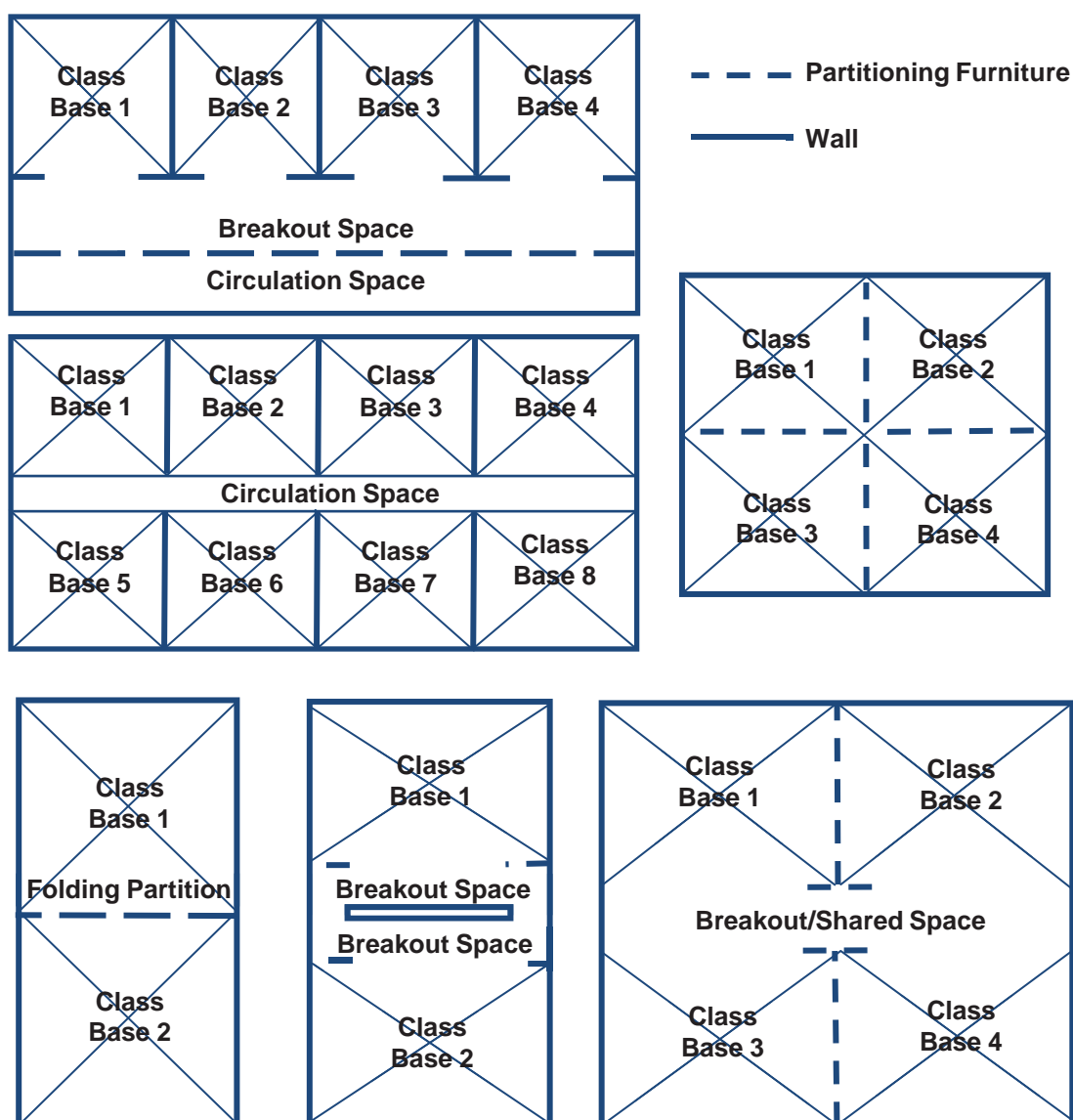
The Planning Capacity calculation should only include class bases. It should not include ancillary areas or general purpose (GP) areas.

The following areas are some examples of areas considered as ancillary and should **not** be included in the capacity calculation:

Staff rooms	Reception area
Meeting rooms	Areas designated solely for community use
Offices	Toilets / wash areas
Store rooms	Changing rooms
Smaller learning support or breakout areas not suitable to be a GP area.	Kitchen / dining facilities
	Medical rooms

A GP area is an activity space which is set aside to be used for educational purposes other than class based teaching. GP areas can be class bases or open spaces within a school, such as breakout space next to a class base. Any breakout space being used as a GP area should be of sufficient size to accommodate the required number of pupils undertaking the necessary activity e.g. half a class or a full class.

GP provision in schools will vary within and across Local Authority areas dependent upon the nature of the school and how it is designed. Local Authorities should take these factors into account when determining GP areas in each school.

Examples of GP areas:

Teaching spaces not used as a class base	I.T. suites
Breakout areas	Reading/Resource rooms
Dance rooms	Libraries
Drama rooms	Learning support rooms
Music rooms	Gym/sports hall
Art rooms	

It should be noted that teaching spaces which deliver full time class teaching as well as activities such as dance, music or I.T. are not GP areas.

The table below sets out the recommended minimum number of GP areas for a school, where possible, based on the total number of class bases in the school.

Number of Class Bases	Number of GP Areas
1-7	1
8-14	2
15-21	3
22+	4

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For example, a school which has six class bases, where possible, should have at least one GP area. A school which has nine class bases, where possible, should have at least two GP areas.

Ultimately it is a Local Authority decision, based on the requirements of the school, how many GP areas a school should have.

Taking the above factors into consideration, how many and which rooms are being included in the capacity calculation should be determined.

2) Determine the size of selected class bases

There are currently variations around how Local Authorities physically measure teaching spaces.

In line with Section 6 of the School Premises (General Requirements and Standards) (Scotland) Regulations 1967, it is recommended that rooms should be measured wall to wall. This eliminates issues around the variations in the amount, size and location of furniture.

3) Determine the maximum number of pupils which could be accommodated in each class base

Size of Room
To determine how many pupils can be accommodated in a class base, it is recommended that the total class base be divided by $1.7m^2$, and then rounded down. This will give you the number of pupils which could be accommodated in that class base, based on size.

This is in line with the majority of Local Authorities' existing policies, and what some Local Authorities who currently calculate capacity using a different metric are planning to work towards in the future.

Currently some Local Authorities use different metrics to calculate semi-open or open plan class bases, however, for consistency it is recommended that semi-open and open plan class bases should be calculated in the same way, allowing for a minimum of $1.7m^2$ per pupil.

Class Size Maxima
Once the maximum number of pupils which can be accommodated in a class base, based on size, has been determined, Local Authorities should then apply class size maxima. Current class size maxima are as follows*:

> **Primary 1:** 25 pupils
> **Primary 2-3:** 30 pupils
> **Primary 4-7:** 33 pupils
> **Composite class:** 25 pupils

*NB: These class size limits are current at the date of publication of this guidance. However, the Scottish Government has indicated that it intends to consult in 2014 on possible changes to these limits

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Generally, class bases are not assigned to a specific year group meaning the year group using a specific room can change year on year. Local Authorities should consider and apply an optimum and realistic class distribution for that school to calculate the Planning Capacity, based on their knowledge and experience. This need not reflect the specific class distribution in any given year.

For example, it is likely that a school with four class bases will be made up of four composite classes. In this case, as long as the class bases are greater than $42.5m^2$, the Planning Capacity of the school would be 100. However, schools with eight or nine class bases could have varying numbers of composite classes.

The Planning Capacity for each class base will be capped by either the size of the room or the class size maxima, whichever is less.

Example:
A school has 13 class bases, ranging in size from $45m^2$ to $60m^2$. Based on size, these rooms can hold 26 – 35 pupils respectively.
The class size maxima mean that no class can exceed 33 pupils and the P1-3 class size maxima require classes of no more than 25 and 30. There will also be composite classes capped at 25.

A realistic class distribution for a thirteen class school might be:
        1 x 25 pupil classes for P1
        2 x 30 pupil classes for P2–3
        4 x 33 pupil classes for P4-7
        6 x 25 pupil composite classes

This is checked against the class bases and as, in this example, these class sizes can be accommodated within the given class bases, it gives a Planning Capacity of 367 pupils.

Class Base	Room Area (m^2)	Class	Planning Capacity
1	45	P1	25
2	55	Composite	25
3	55	P2	30
4	55	Composite	25
5	55	P3	30
6	55	Composite	25
7	60	P4	33
8	55	P5	33
9	60	P6	33
10	60	P7	33
11	60	Composite	25
12	60	Composite	25
13	60	Composite	25
		Total	367

This is a maximum realistic capacity, however, it can be seen that in practice it is unlikely that it would be achieved unless the school is 'full' at every stage.

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4)   Total Planning Capacity

The total Planning Capacity of the school can be found by adding together the Planning Capacity of each class base involved in the calculation.

Please see further examples on page 17.

1.3   Notes

When applying this guidance, Local Authorities must ensure that they are not in breach of The School Premises (General Requirements and Standards) (Scotland) Regulations 1967, for example, in relation to size of site, sanitary accommodation etc., relevant aspects of the 1980 Act which relate to school accommodation, pupil safety etc. as well as relevant building standards and health and safety legislation. Authorities should also consider how the school's facilities, such as dining areas, gym halls, circulation spaces etc. will provide for or limit the capacity of the school.

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2. Working Capacity

2.1 Definition

Working Capacity is a dynamic and more realistic measure of the total number of pupils which can be accommodated in a school in a particular school session. The Planning Capacity is adjusted based on the organisational needs of the school that session e.g. taking into account pupil roll, composite classes, staffing etc. to calculate Working Capacity.

The Working Capacity should be used to determine the number of places available in a particular school session and therefore, when considering placing requests and other issues relating to a specific school session. It should be understood that Working Capacity should be used as a management tool by Local Authorities to monitor how efficiently their school estate is used and as a measurement against pupil roll to determine sufficiency, rather than as a physical measure of the school estate.

2.2 Calculating Working Capacity

Working Capacity is calculated using the same four steps used to calculate Planning Capacity, but takes into account the organisational needs of a particular school session. Working Capacity may or may not vary year to year.

1) Determine which teaching spaces will be included 2) Determine the size of selected class bases 3) Determine the maximum number of pupils which could be accommodated in each class base 4) Total Planning Capacity

1) Determine which teaching spaces will be included

The teaching spaces included could vary from those included in the Planning Capacity calculation, for example, because:

The teaching spaces designated as class bases and GP areas may change
Where pupil rolls are decreasing, less class bases may be required
Local Authorities may make use of "team teaching"[1].

Only spaces used for class based teaching in that school session should be included in the Working Capacity calculation.

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[1] In schools where there are accommodation pressures, The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 allows for such classes to be taught by more than one teacher ("team teaching"), provided that the maximum number of pupils per teacher present does not exceed the prescribed maximum for that year group. Whether this is an option will depend on each Local Authority's own policy on team teaching. The use of team teaching will increase the number of pupils which can be accommodated in a specific class base.

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2) Determine the size of selected class bases

This step is the same as for Planning Capacity. In line with Section 6 of the School Premises (General Requirements and Standards) (Scotland) Regulations 1967, it is recommended that rooms should be measured wall to wall. This eliminates issues around the variations in the amount, size and location of furniture.

3) Determine the maximum number of pupils which could be accommodated in each class base

This step varies from the method used in the Planning Capacity calculation.

First, as with Planning Capacity, the rooms should be divided by $1.7m^2$ then rounded down to determine the number of pupils which could be accommodated in that class base, based on size.

The class distribution being used for that school session should then be applied, matching classes to specific rooms, to determine the cap on the number of pupils in that room based on class size maxima.

At this stage, Local Authorities should take into account any existing local policies which cap class sizes below the statutory limits, e.g. for multi-stage composite classes, and apply their own policies regarding factors such as Primary 1 intake levels and team teaching, taking into account how any pre-school and ASN provision within a school could impact on the capacity.

Flexible Approach
Where the physical size of the class base limits the capacity to less than one full class with use of $1.7m^2$ per pupil, it would be reasonable, in specific circumstances, to adjust the calculation to allow a full class to be accommodated if required in that session.

As outlined in the examples below, whilst it is acknowledged that $1.7m^2$ per pupil may not be possible in all circumstances, it is recommended that the calculation does not go below $1.5m^2$ per pupil.

Examples:
> A $55m^2$ room will only accommodate 32 pupils according to the $1.7m^2$ per pupil metric. If it was necessary to accommodate a class of 33 in this room, the total area of the room should be divided by the required class size, e.g. 55 / 33, to determine the space available per pupil. In this case, it would be $1.66m^2$. As this is greater than $1.5m^2$, it would be deemed acceptable as a temporary measure.

> A $48m^2$ room would only accommodate 28 pupils according to the $1.7m^2$ metric. If it was necessary to accommodate more than 28 pupils in this room, the total room space should be divided by the required class size, e.g. 48/33, to determine the space available per pupil. As this would only allow for $1.45m^2$ per pupil, it is recommended that, the Working Capacity of a $48m^2$ room would be 32 pupils maximum (48/1.5 = 32).

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Local Authorities will have very specific reasons if it chooses to use a metric of less than $1.7m^2$ per pupil. Where Local Authorities have made a decision to only apply $1.7m^2$ per pupil, this should be defensible in placing request decisions and such like.

A Local Authority should be able to apply this aspect of the methodology to some or all of its schools as it moves towards adopting these guidelines in all of its schools. For example, a Local Authority may choose to use less than $1.7m^2$ to calculate the Working Capacity of some of its schools where there are pressures, but not others.

It is important to note that the $1.7m^2$ per pupil metric is the minimum measure to be used for class bases when designing new schools, building extensions and undertaking refurbishments, and for both determining Planning Capacity and developer contributions. If a Local Authority chooses to provide >$1.7m^2$ per pupil in their schools, it is at its discretion to do so. For example, a Local Authority may choose to provide $2m^2$ per pupil. As a result, a class base for 33 pupils would need to be $66m^2$. When dividing this space by $1.7m^2$ per pupil to calculate capacity, a room of this size would allow for 38 pupils based on the size of the room, however, the class size maxima will cap this room at 25, 30 or 33.

Use of measurements below $1.7m^2$ per pupil should only be used at the Local Authority's discretion, in specific circumstances prescribed by the Authority, as an interim factor to deal with temporary or transitional arrangements in existing schools. It is appreciated that Scotland's existing school estate varies dramatically. This flexible approach is to allow Local Authorities to manage their existing estate more effectively in the interim period. Where Local Authorities make use of less than $1.7m^2$, they should continue to monitor these particular class bases and schools to work towards achieving a minimum of $1.7m^2$ per pupil in these areas in the future.

It should be noted that on occasion a P1-P3 class may contain more than the statutory maximum number of children where 'excepted pupils' have been placed under the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999.

4) Total Working Capacity

The total Working Capacity of the school for a particular school session can be found by adding together the Working Capacity of each room involved in the calculation.

2.3   Notes

If Working Capacity or pupil rolls exceed the Planning Capacity of a school, for example due to use of less than $1.7m^2$, it is important for Local Authorities to monitor these areas and make decisions as to whether more permanent solutions are required to create additional Planning Capacity at the school.

Local Authorities must ensure that when putting measures in place to allow for a greater number of pupils in the school, e.g. converting GP areas into class bases, building temporary accommodation, using team teaching etc., that they are not in breach of The School Premises (General Requirements and Standards) (Scotland)

Regulations 1967, for example, in relation to size of site, sanitary accommodation etc. and relevant health and safety and building standards legislation. On a practical level, Local Authorities should also consider the impact putting measurements in place to allow for a greater number of pupils may have on the existing facilities, such as the dining areas, gym halls, circulation spaces etc. and whether these facilities could cope.

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3. Worked Examples

Example 1:

In this example there are 10 class bases to be included in the Capacity calculation.

The area of each room is divided by $1.7m^2$ to determine the maximum number of pupils which can be accommodated in the room based on size.

A realistic class distribution is then applied and the Planning Capacity determined by applying class size maxima.

To calculate Working Capacity for a specific school session, the assigned class distribution for that session is applied. Working Capacity is then calculated by applying class size maxima.

Teaching Space	Type of Space	Area (m²)	Divided by 1.7m²	Planning Capacity		Working Capacity	
				Realistic Class Distribution	Planning Capacity	Actual Class Distribution	Working Capacity
1	Class Base	55	32	Composite	25	P1	25
2	Class Base	55	32	Composite	25	P1/2	25
3	Class Base	55	32	Composite	25	P2	30
4	Class Base	55	32	P1	25	P3	30
5	Class Base	55	32	P2	30	P3/4	25
6	Class Base	60	33	P3	30	P4	33
7	Class Base	60	35	P4	33	P5	33
8	Class Base	60	35	P5	33	P5/6	25
9	Class Base	60	35	P6	33	P6	33
10	Class Base	60	35	P7	33	P7	33
11	GP Area	50	-	-	-	-	-
12	GP Area	50	-	-	-	-	-
			Total:		292		292

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Example 2:

In this example there are 5 class bases to be included in the Capacity calculation.

The area of each room is divided by 1.7m^2 to determine the maximum number of pupils which can be accommodated in the room based on size. A realistic class distribution is then applied and the Planning Capacity determined by applying class size maxima.

To calculate Working Capacity for a specific school session, the assigned class distribution for that session is applied. Working Capacity is then calculated by applying class size maxima.

*In this case, the Working Capacity of one of the rooms has been adjusted to allow for a full class to be accommodated. The metric has not fallen below 1.5m^2 per pupil.

Teaching Space	Type of Space	Area (m^2)	Divided by 1.7m^2	Planning Capacity			Working Capacity		
				Realistic Class Distribution	Planning Capacity	Actual Class Distribution	Working Capacity	Working Capacity (Adjusted)	
1	Class Base	50	29	Composite	25	P1	25	25	
2	Class Base	50	29	Composite	25	P2	29	30*	
3	Class Base	50	29	Composite	25	P3/4	25	25	
4	Class Base	50	29	Composite	25	P4/5/6	25	25	
5	Class Base	50	29	Composite	25	P6/7	25	25	
6	GP Area	-	-	-	-	-	-	-	
	Total				125		129	130	

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Example 3:

In this example there are 16 class bases to be included in the Capacity calculation.

The area of each room is divided by 1.7m^2 to determine the maximum number of pupils which can be accommodated in the room based on size. A realistic class distribution is then applied and the Planning Capacity determined by applying class size maxima.

To calculate Working Capacity for a specific school session, the assigned class distribution for that session is applied. In this case, a Local Authority policy on P1 intake levels has been applied, showing a maximum of 15 pupils per P1 class.

Teaching Space	Type of Space	Area (m^2)	Divided by 1.7m^2	Planning Capacity		Working Capacity	
				Realistic Class Distribution	Planning Capacity	Actual Class Distribution	Working Capacity
1	Class Base	55	32	Composite	25	P1	15
2	Class Base	55	32	Composite	25	P1	15
3	Class Base	55	32	P1	25	P1	15
4	Class Base	55	32	P1	25	P1	15
5	Class Base	55	32	P2	30	P2	30
6	Class Base	55	32	P2	30	P2	30
7	Class Base	55	32	P3	30	P3	30
8	Class Base	55	32	P3	30	P3	30
9	Class Base	60	35	P4	33	P4	33
10	Class Base	60	35	P4	33	P4	33
11	Class Base	60	35	P5	33	P5	33
12	Class Base	60	35	P5	33	P5	33
13	Class Base	60	35	P6	33	P6	33
14	Class Base	60	35	P6	33	P6	33
15	Class Base	60	35	P7	33	P7	33
16	Class Base	60	35	P7	33	P7	33
17	GP Area	-	-	-	-	-	-
18	GP Area	-	-	-	-	-	-
				Total	484		444

Example 4:

In this example there are 13 class bases to be included in the Capacity calculation.

The area of each room is divided by $1.7m^2$ to determine the maximum number of pupils which can be accommodated in the room based on size. A realistic class distribution is then applied and the Planning Capacity determined by applying class size maxima.

To calculate Working Capacity for a specific school session, the assigned class distribution for that session is applied. This example shows how this could differ from year to year. Working Capacity is then calculated by applying class size maxima.

Teaching Space	Type of Space	Area (m²)	Divided by 1.7m²	Planning Capacity		Working Capacity			
				Realistic Class Distribution	Planning Capacity	Actual Class Distribution (Year 1)	Working Capacity (Year 1)	Actual Class Distribution (Year 2)	Working Capacity (Year 2)
1	Class Base	60	35	P1	25	P1	25	P1	25
2	Class Base	60	35	P2	30	P1	25	P1	25
3	Class Base	60	35	P3	30	P1/2	25	P2	30
4	Class Base	60	35	P4	33	P2	30	P2	30
5	Class Base	60	35	P5	33	P2/3	25	P3	30
6	Class Base	60	35	P6	33	P3	30	P3	30
7	Class Base	60	35	P7	33	P3/4	25	P4	33
8	Class Base	60	35	Composite	25	P4	33	P4	33
9	Class Base	60	35	Composite	25	P4/5	25	P5	33
10	Class Base	60	35	Composite	25	P5	33	P5/6	25
11	Class Base	60	35	Composite	25	P6	33	P6	33
12	Class Base	60	35	Composite	25	P6/7	25	P6/7	25
13	Class Base	60	35	Composite	25	P7	33	P7	33
14	GP Area	-	-	-	-	-	-		
15	GP Area	-	-	-	-	-	-		
Total					367		367		385

Part 3: Secondary Schools

Following consultation with Local Authorities, it was generally agreed that providing guidance on calculating Secondary School capacities was not a priority at this time. It was suggested that it might be more appropriate once Curriculum for Excellence and the new National Qualifications have been fully implemented across the country, and any implications for school layout are understood.

Many Local Authorities have raised that it would be useful to have some form of consistency across the country on the following areas:

> Areas to be included and not to be included in the capacity calculation
> Which classes fall under the "practical" and "non-practical" classes
> Space per pupil in different teaching spaces e.g. gym halls, science labs, social spaces etc.

As stated in Section 5 of Part 1 of this guidance, it is recommended that all Scottish Local Authorities consider what a consistent approach to calculating the capacity of Secondary Schools could be and seek to work together, with Scottish Government, to develop this by 2016.

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Appendix 1

Relevant Guidance

Guidance on Determining School Capacities 2004:
http://www.scotland.gov.uk/Publications/2005/01/20528/50015

The SNCT Handbook of Conditions of Service:
http://www.snct.org.uk/wiki/index.php?title=Main_Page

The Suitability Core Fact: Scotland's School Estate
http://www.scotland.gov.uk/Resource/Doc/238946/0065800.pdf

Curriculum for Excellence:
http://www.scotland.gov.uk/Topics/Education/Schools/curriculum

2 Hour P.E. Target:
http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/PE

Primary School Sports Facilities:
http://www.sportscotland.org.uk/resources/Facilities/Schools/Design_guidance_for_primary_school_sports_facilities

Choosing a School – A Guide for Parents
http://www.scotland.gov.uk/Publications/2010/11/10093528/6

Relevant Legislation

Education (Scotland) Act 1980

Standards in Scotland's Schools etc. Act 2000

Schools General (Scotland) Regulations 1975
Schools General (Scotland) (Amendment) Regulations 1982
Schools General (Scotland) Amendment (No.2) Regulations 1982

The Education (School and Placing Information) (Scotland) Regulations 1982
Amendment Regulations 1990
Amendment, etc., Regulations 1993
Amendment Regulations 2000
Amendment Regulations 2007
Regulations 2012

School Premises (General Requirements & Standards) (Scotland) Regulations 1967
(as amended)

Education (Lower Primary Class Sizes) (Scotland) Regulations 1999
Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010

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Education (Additional Support for Learning) (Scotland) 2004.

Employment Law – sets minimum requirements for Authority's employees in relation to sanitary facilities, office accommodation etc.

Accessibility strategies that authorities are implementing under the Education (Disabilities Strategies and Pupils' Educational Records) (Scotland) Act 2002 and authorities' obligations under the Disability Discrimination Act 1995.

Health and Safety Legislation:
The Health and Safety at Work, etc Act 1974
The Management of Health and Safety at Work Regulations 1999
The Workplace (Health, Safety and Welfare) Regulations 1992
Schools (Safety and Supervision of Pupils) Scotland Regulations 1990

Building Standards:
http://www.scotland.gov.uk/Topics/Built-Environment/Building/Building-standards/publications/pubtech/th2013nondomcomp

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Appendix 2

Education (Lower Primary Class Sizes) (Scotland) Regulations 1999

3. (1) Subject to paragraph (5) no lower primary class at a school shall contain more than 30 pupils while an ordinary teaching session is conducted by a single qualified teacher.

(2) Where an ordinary teaching session in the case of any such class is conducted by more than one qualified teacher, paragraph (1) shall be taken to prohibit the class from containing more than 30 pupils for every one of those teachers.

(3) Where a lower primary class at a school contains any excepted pupil (as defined by regulation 4), paragraph (1) or (2) shall apply as if he were not included in the class.

(4) The limit of 30 pupils imposed by paragraphs (1) and (2) shall apply-
      (a)   in relation to a Primary 1 class, from August 1999 until the end of the school year beginning in 2010;
      (b)   in relation to a Primary 2 class, from 1st August 2000; and
      (c)   in relation to a Primary 3 class, from 1st August 2001.

(5) In respect of the school year beginning in 2011 and each subsequent school year, in relation to a Primary 1 class, the limit on the number of pupils imposed in paragraphs (1) and (2) shall be 25.

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The Scottish
Government
Riaghaltas na h-Alba

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Renfrewshire Council

Item 8

To:	**Education and Children Policy Board**
On:	**20 August 2015**

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

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Heading:	**Consultation "Equally Safe - Reforming the criminal law to address domestic abuse and sexual offences"**

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1   Summary

1.1   The Scottish Government's commitment to tackling domestic abuse, as outlined in the Scottish Government's publication *Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls* recognises that while existing legal provision, such as common law offences of breach of the peace and assault, along with offences of alarming and threatening behaviour and stalking under the Criminal Justice and Licensing (Scotland) Act 2010, provides some powers to investigate and prosecute perpetrators of domestic abuse, more can be done to recognise the true causes and consequences of domestic abuse.

1.2   A national consultation exercise, Equally Safe - Reforming the criminal law to address domestic abuse and sexual offences was undertaken between 26 March and 19 June 2015.

1.3   The consultation exercise sought views on:

- creating a specific criminal offence concerning domestic abuse, if any specific offence of 'domestic abuse' should be restricted to people who are partners or ex-partners, or if it should cover other familial relationships.

- creating a specific criminal offence to share private, intimate images of another person without their consent.

- If there should be statutory jury directions which require the trial judge to make the jury aware that there may be good reasons why a victim of a sexual offence may not report that offence until some time after it has been committed and that this does not, in and of itself, indicate that the allegation is more likely to be false.

- If non-harassment orders should be available to the court after examination of the facts that the person did carry out the offence for which they are charged even when a perpetrator is not found criminally responsible for the offence or is unfit for trial.

1.4 Due to the timing of the consultation Renfrewshire's multi agency Gender Based Violence Strategy Group submitted a draft response, attached as an appendix.

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2 Recommendation

2.1 The education and children policy board is asked to homologate the draft response to the consultation exercise, Equally Safe - Reforming the criminal law to address domestic abuse and sexual offences attached as an appendix.

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3 Background

3.1 **Domestic Abuse as a Specific Criminal Offence**

Domestic abuse is not an individual incident or occurrence. Nor is it purely about physical abuse, although this can be a feature. Domestic abuse is pattern of behaviour that is sustained over time, which is based on control and coercion, and which is not appropriately recognised within our existing legal framework. The nature of the intimate relationship between perpetrators and women experiencing domestic abuse allows for the repeat abuse and victimisation of women and children, including young people, abuse that does not end when the relationship ends. Leaving an abuser is often the most dangerous time for women and children, and post-separation child contact is frequently used as a vehicle to continue the abuse and control. Psychological and emotional control is used, with the threat of physical and or sexual violence to frighten and control their victims. Perpetrators exert control to subvert the victim's autonomy and sense of self. These behaviours are part of a pattern of violence.

The key elements of the offence should:

a. allow the court to take into account a variety of behaviours within a course of conduct in an intimate partner relationship, which together create an environment where the woman is controlled by the perpetrator and her participation, liberty, autonomy and self-determination are obstructed

b. take into account the psychological harm on the woman and any children or young people involved and the impact on the day-to-day activities these behaviours cause, but without having to refer to an inappropriate and invasive benchmark of psychiatric diagnosis

c. reflect the role that contact with children can play in enabling perpetrators to continue to pursue a regime of abuse, and the impact that this can have, not only on women, but also on their children, through placing them at ongoing risk and preventing recovery from abuse.

3.2 Gendered Analysis of Domestic Abuse

Including other family members who experience violence within relationships and others who experience abuse within a domestic context contravenes the gendered analysis underpinning Scotland's *Equally Safe* strategy. Violence against women is a consequence of women's inequality, and the dynamics of violence against women must be clearly set out in the public understanding and governmental response, which in turn inform the criminal justice response. Turning away from an analysis that places the inequality firmly in the context of partners and ex-partners, to a broader and indiscriminate framework that is essentially "family violence" will not achieve this, and will undo the work done by successive Governments in Scotland that has allowed us to reach the progressive and much admired position we enjoy in relation to our response to domestic abuse and violence against women here and abroad.

3.3 A specific criminal offence to share private, intimate images

An increasing numbers of women are experiencing non-consensual sharing of intimate media, more commonly known as "revenge porn" or the threat to share this, from partners or ex-partners through the internet and/or social media. Scottish Women's Aid has indicated from their research that the sharing or threat to share these images form part of ongoing patterns of abuse to which women and girls were being subjected. The motivation is to distress, alarm, and humiliate in addition to continuing to abuse and control social media sites generally. As such we would support this being addressed through legislation.

3.4 Statutory jury directions that there may be good reasons why a victim of a sexual offence may not report immediately.

Again we would support the proposal that where evidence is given which suggests that the complainer did not physically resist their assailant or that the accused did not use physical force against the complainer, the judge must:

- warn the jury that the fact that the complainer did not physically resist the accused, or sustain physical injury, or that it is not alleged that the accused used physical force against the complainer, does not of itself mean that the allegation that the offence was committed is false; and

- inform the jury that people react differently to non-consensual sexual activity and it should not be assumed that a victim will necessarily physically resist or loudly protest, and may be as likely to freeze or offer no resistance, and that the attacker may not use physical force to commit the offence."

3.5 **Non-harassment orders should be available to the court even when there has been no conviction because the defendant is not found criminally responsible for the offence or is unfit for trial.**

Currently a Non Harassment Order (NHO) is only available on conviction. This loophole was clearly demonstrated in the recent court case where a woman subjected to persistent stalking was left unprotected and was repeatedly harassed by the perpetrator. This was a consequence of him being found not fit to stand trial and undergoing an examination of facts, which does not constitute a conviction.

The fact that a perpetrator is not found criminally responsible for the offence or is unfit for trial should not be the sole and overriding factor in deciding whether a protective order is imposed. The safety of the victim must also, crucially, be a prime concern, and the Crown Office and Procurator Fiscal Service (COPFS) should be able to apply for a NHO if it is in the interests of the complainer, to ensure that she is not subject to future harassment or misconduct from the accused. This would also allow the Police, COPFS, and courts to respond appropriately to any breach of a protective order.

_____

Implications of this report

1.   Financial Implications
        None.

2.   HR and Organisational Development Implications
        None.

3.   Community Plan/Council Plan Implications

Children and Young People	- None
Community Care, Health and Well-being	- None
Empowering our Communities	- None
Greener	- None
Jobs and the Economy	- None
Safer and Stronger	- Victims of domestic violence are vulnerable within their own homes and communities. The proposed legislation will support the community planning partnership in ensuring that women can be safe from violence, be respected and free from abuse.

4. Legal Implications
None.

5. Property/Assets Implications
None.

6. Information Technology Implications
None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications
None.

9. Procurement Implications
None.

10. Risk Implications
None.

11. Privacy Impact
None.

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List of Background Papers

The foregoing background papers will be retained within Social Work for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Dorothy Hawthorn, Head of Child care and Criminal Justice Services.

_____

Children's Services
DH
22 July 2015

Author: Dorothy Hawthorn, 0141 618 6827
dorothy.hawthorn@renfrewshire.gcsx.gov.uk

Equally Safe – Reforming the criminal law to address domestic abuse and sexual offences

RESPONDENT INFORMATION FORM

<u>Please Note</u> this form **must** be returned with your response to ensure that we handle your response appropriately

1. *Name/Organisation*

Organisation Name

Renfrewshire Multi Agency GBV Strategy Group

Title Mr ☐ Ms ☐ Mrs ☐ Miss ☐ Dr ☐ *Please tick as appropriate*

Surname

Hawthorn

Forename

Dorothy

2. *Postal Address*

Renfrewshire council

Cotton Street

Paisley

| **Postcode** PA1 1JD | **Phone 0300 300 0345** | **Email** Dorothy.hawthorn@renfrewshire.gcsx.gov.uk |

3. *Permissions - I am responding as…*

Individual ☐ / **Group/Organisation** ☒

Please tick as appropriate

(a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?

Please tick as appropriate ☐ Yes ☐ No

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis
Please tick ONE of the following boxes

Yes, make my response, name and address all available ☐

or

Yes, make my response available, but not my name and address ☐

or

Yes, make my response and name available, but not my address ☐

(c) The name and address of your organisation *will be* made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your *response* to be made available?

Please tick as appropriate ☒ Yes ☐ No

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

Please tick as appropriate ☒ Yes ☐ No

CONSULTATION QUESTIONS

1. Does the existing criminal law provide the police and prosecutors with sufficient powers to investigate and prosecute perpetrators of domestic abuse? Yes / No (if No, please specify how the existing law should be strengthened)

Yes ☐ No ☒

Comments:
The existing legal process provide powers to investigate and prosecute perpetrators but the existing laws could be strengthened by making a clearer and more significant link to the elements/impacts of domestic abuse as detailed within the definitions of coercive control, making it about a pattern of abusive behaviour and not solely about a physical assault/threat and a single incident.

The prosecutor can then lead on the indictment from an evidence base that looks at all controlling behaviours over a period of time

2. One of the ways in which it has been proposed the law could be strengthened is through the creation of a specific criminal offence concerning domestic abuse. Do you agree that this would improve the way the justice system responds to domestic abuse?

Yes ☒ No ☐

Comments
This would provide an opportunity for the legal system to respond positively by highlighting the pattern of behaviour by the perpetrator. Should DA becomes a specific offence it can be assumed that great knowledge and skills will develop over time of those working within the legal system resulting in more positive outcomes for victims

3. What behaviours which are not currently criminalised should be included within the scope of a specific offence?

Comments
Coercive Control – isolation (jealousness and possessiveness, controlling who she speaks to and where she goes, etc.) This can be exercised for example through;
- Child contact (enabling perpetrators to continue the abuse)
- Psychological harm (putting her down and name calling etc and impact on daily living)
- shame and blame (blames her for her own abuse) making all the decisions, denies her rights, prevents her from going to work or education. Creates debt for which she becomes responsible.

Also, using the children and criticism of her parenting against her either by continually reporting her to social work, continual requesting hearings for child access,

4. Should any specific offence of 'domestic abuse' be restricted to people who are partners or ex-partners, or should it cover other familial relationships?

Comments

Yes – The dynamics of the abuse relationship are reflected both within the Scottish government's definition of Gender Based Violence and the model of coercive control. This would also sit well the Domestic Abuse Risk assessment currently being used within the Assist service.

DA within intimate partner relationships has a different power base from that of other forms of family violence. Including other family members who experience within a domestic context contravenes the gendered analysis underpinning our *Equally Safe* strategy.

Child Protection and Adult Protection should be used to protect any individual from violence or abuse occurring within familial relationships.

5. Are there any other comments you wish to make about the creation of a specific offence of domestic abuse?

Comments

This would be a welcome addition to our legal system since it has the potential to maximise the safety of women and children and ensure perpetrators receive a robust and effective response.

This will in fact could create a clearer distinction between DA and other forms of conflict (ie. situational couple violence and violent resistance)

Some caution must be taken, given to the points raised by SWA about the increasing number of dual arrests for DA, so that perpetrators cannot use the new legislation to criminalise women.

6. **Do you think that there should be a statutory aggravation that a criminal offence was committed against a background of domestic abuse being perpetrated by the accused? Yes/No if no, please give reasons for your answer**

Yes ☒ No ☐

Comments

7. **If you think that there should be a statutory aggravation of this kind, do you think this should be in addition to, or instead of, a specific statutory offence of 'domestic abuse'? Give reasons**

Comments

The statutory aggravation should be in addition to a specific statutory offence.
This will allow for the case to be built around discrete abusive behaviours ensuring the court recognises the victim's experiences.

8. **Do you agree that it should be a specific criminal offence to share private, intimate images of another person without their consent? If no, give reasons**

Yes ☒ No ☐

Comments

Recognised that this is an increasing 'trend'

9. **Do you agree with the proposal that the offence should be restricted to images?**

Yes ☐ No ☒

Comments
This could be made wider to allow for other kinds of communication media/ methods such as email, texting, with private message-type systems, where personal and intimate content is shared for malicious purposes/embarrassment/blackmail of the other person

10.   Should the types of images covered by the offence be based on the definition of a 'private act' contained at section 10 of the Sexual Offences (Scotland) Act 2009? Or do you think a definition which defines an image as 'private and intimate' if the person featured in the image and the person sharing the image understand it to be such would be more appropriate?

Comments
The 'private and intimate' definition would take account of the many ways an abusive (ex)partner may try to control or humiliate and/or blackmail their victim. The burden of proof would require only that the individual shared the images with deliberate intent to humiliate or control their victim because they .

11.   Do you agree that the offence should be framed so that a person commits an offence where they share a private image of another person and they knew or ought to have known that its sharing/distribution would be likely to cause that person alarm or distress

Yes ☒ No ☐

Comments

This emphasises the deliberate nature of this behaviours as a means to have control over or punish another

12.   Do you agree that it should be an offence to threaten to share private, intimate images of another person without their consent?

Yes ☒ No ☐

Comments
Threats to expose intimate images are consistent with strategies to control or punish their partner

13.   What level of maximum penalty do you think should apply for the new offence? Do you have any other comments regarding the penalties for the new offence?

Comments

5 months to 6 years as proposed

14.   Do you think that there should be statutory defences to the proposed offence of disclosing a private, intimate image?

Yes ☒ No ☐

Comments
This offers clarity and guidance to the legal process

15   If so, what defences do you think should be provided and why do you think they are needed?

Comments
As listed in section 2.32 of the Equally Safe consultation doc.

16.   Do you agree that there should be <mark>statutory jury directions</mark> which require the trial judge to make the jury aware that there may be good reasons why a victim of a sexual offence <mark>may not report that offence</mark> until some time after it has been committed and that this does not, in and of itself, indicate that the allegation is more likely to be false?

Yes ☒ No ☐

Comments
Yes - Addresses issues where common misconceptions or juror values or attitudes to rape/sexual offence would negatively impact on the case – Reminders or explanations of how the law see this may be required during the trial should it be inferred otherwise.
Also useful at the point of closing directions to the jury to remind jurors to disregard any insinuation made to this effect.

17. Do you consider that the terms of the jury direction used in New South Wales, Australia, requiring the judge to warn the jury that the absence of complaint or delay in complaining does not necessarily mean an allegation is false and that there may be good reasons why a victim of a sexual assault may hesitate in making, or refrain from making a complaint about the assault, is an appropriate model for a similar direction in Scots law?

Yes ☒ No ☐

Comments
This would allow for the judge to deal immediately with suggestions that the victim is somehow at fault for delaying to report the offence.

18. Do you agree that there should be <mark>statutory jury directions</mark> which require the trial judge to make the jury aware that there may be good reasons why a victim of a sexual offence may not physically resist their attacker and that this does not indicate that it is false?

Yes ☒ No ☐

Comments
Addresses issues where common misconceptions or juror values or attitudes to rape/sexual offence would negatively impact on the case – a reminder during the trial as required should it be inferred otherwise and at the point of closing directions to the jury to disregard

19. Do you have any comments on how such a statutory jury direction should be worded?

Comments

It should be noted that all women respond very differently to sexual violence and indeed to any other form of trauma that they experience. There should, therefore, be no importance placed on when the complainer made her first disclosure or, indeed, when she made the decision to report to the police. The idea that women's responses to sexual violence is a linear process is completely misleading as often shock, disbelief of what has happened and fear can inform the reactions women have. For example a woman may carry on as though nothing has happened, go to work as normal and tell no one in the immediate aftermath. This does not mean that the assault has not occurred.

It is also a misconception that all sexual assaults/rapes involve physical violence. Again this is misleading as often no violence is used. Women may appear to comply with the attacker due to fear or because she believes that to defend herself may lead to further injury or perhaps death, therefore physical injury to the woman should not be a requirement of proof of the assault. Another situation where violence need not be used is if the woman is intoxicated, drugged, asleep or in any other way does not have the capacity to give or withhold her consent.

Intimate partner sexual violence may not be physically violent, although is no less traumatic for the woman. Unwanted sex without consent is still rape.

20.   Do you agree that non-harassment orders should be available to the court where the court is satisfied, following an examination of facts, that a person did carry out the acts constituting the offence with which they were charged?

Yes ☒ No ☐

Comments

This would offer the victim of this crime a speeder resolution and immediate protection and would close current loopholes in the law

21.   If you do not support extending the circumstances in which the courts can make a non-harassment order in this way, do you have any views on other approaches that would protect victims from harassment or stalking by persons found unfit for trial?

Comments
n/a

22.   Do you agree that the provisions concerning extra-territorial effect of Scots law on sexual offences against children should be amended to enable Scottish courts to prosecute offences committed in other jurisdictions within the United Kingdom?

Yes ☒ No ☐

Comments
This would be beneficial.

There is evidence to suggest this change would benefit a number of cases including those where trafficking has occurred.

23.   Do you consider that any of the reforms proposed in this paper will have a particular impact - positive or negative - on a particular equality group (e.g. gender, race, disability, sexual orientation)

Yes ☐   No ☐

Comments
Yes
Positive impact for women who in the main are the victims of these crimes. Positive impact for women from BME community or those with a disability (disabled women and girls disproportionately experience GBV) Coercive Control is comprehensive, and encompasses the additional ways in which women can be controlled and abused because of their race or disability.

This model is also sensitive to issues faced by others from GLBT community.

24.   Are there any other issues relating to equality which you wish to raise in relation to the reforms proposed in this paper?

Comments

25.   Do you have any comments or information on the likely financial implications of the reforms proposed in this paper for the Scottish Government (police, Scottish court service, prison service, COPFS), local government or for other bodies, individuals and businesses?

Comments

Financial and increased activity/workload because more of the reported cases will be heard at court.

Training for legal staff to ensure understanding and appropriate values and attitudes prevail

26.   Do you consider that any of the proposals would have an impact on island communities, human rights, local government or sustainable development?

Comments

Impact on the Sherriff courts covering the islands - Access for women from rural communities to these courts or centralised alternatives may mean women find difficulty in access services and therefore justice.

27.   Do you have any other comments about the content of this paper?

Comments
What provision will there be in the law in relation to offences found out about by the complainer after the law has been made but the images themselves and/or the sharing of them pre-dates the law.

Renfrewshire Council

Item 9

To:	**Education and Children Policy Board**
On:	**20 August 2015**

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

Heading:	**Adoption Register Consultation Response**

1.   Summary

1.1.   The Children & Young People (Scotland) Act 2014 became law on the 27th of March, 2014 and contains several changes to how children and young people in Scotland will be cared for. These changes will come into force by August 2016.

1.2.   The Act introduces a number of changes for Looked After and Accommodated young people in Scotland one of which was to place a duty on all local authorities to use Scotland's Adoption register.

1.3.   Scotland's Adoption Register is a project funded by the Scottish Government and operated by the British Association of Adoption and Fostering (BAAF) Scotland. The Register has a remit to facilitate family finding across Scotland with the aim of increasing the numbers of children that are placed for adoption.

1.4.   The Scottish Government launched a consultation document in relation to the use of the Scottish Adoption Register in May 2015 and closed on 22 June 2015. The register will be placed on statute in 2016 and will have implications for how children are matched with potential adopters. The draft response is attached as an appendix to this report.

1.5.   Renfrewshire's children's service currently uses the Adoption Register for some children when seeking an adoptive family. From August 2016 all children will be required to be included on the register who are being considered for adoption.

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2.   **Recommendations**

2.1.   The education and children policy board is asked to homologate the Renfrewshire response to the Scottish Government consultation document on the remit of the Scottish Adoption Register attached as an appendix.

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3.   **Background**

3.1.   The Children and Young People (Scotland) Act 2104 is a far reaching piece of legislation. It has introduced a number of changes for Looked After and Accommodated young people in Scotland one of which was to place a duty on all local authorities to use Scotland's Adoption register.

3.2.   The register has a remit to facilitate family finding for children in need of permanence across Scotland thereby increase the numbers of placements found for children who have been identified as suitable for adoption. The register is a database which uses the information about both children and prospective adopters to identify potential links between children with a plan for adoption and prospective adopters.

3.3.   The register is intended to streamline the matching process and ensure that children who have been identified as requiring adoption are matched with prospective adopters from a national database. Prospective adopters will also be included on the database to ensure that they are matched with a suitable child. Much of the consultation document focuses on the information that is being proposed for inclusion in the register.

3.4.   Renfrewshire Council currently uses the Scottish Adoption Register for some children who require adoptive families. We do not currently use it for every child but will be required to do so from 2016 onwards.

3.5.   The 2014 act will place the register on a statutory footing from 2016 and will empower Scottish Ministers to make regulations which include:

- Prescribe the information to be included in the register
- How information should be provided and retained
- Prescribe fees to be paid by adoption agencies in relation to the Register

3.6.   There is currently a Data Sharing Agreement between the Scottish Government and all registered Adoption Agencies in Scotland. It is the intention that this remains in place and be updated to take account of the 2014 Act and the final Adoption Regulations Agreement.

3.7.   A further proposal is that information contained in the register may be disclosed under certain circumstances which include:

- To an English, Welsh or Northern Irish adoption agency for the purpose of finding a prospective adopter for a child
- for finding a child who is suitable for adoption by a prospective adopter

3.8. Section 13E(c) of the Adoption and Children (Scotland) 2007 Act (as amended by the 2014 Act) contains a regulation making power to prescribe fees to be paid by adoption agencies in relation to the Register. Scottish Ministers at this time have no intention of charging fees for the use of the register.

3.9. Often adopters are recruited and approved by one agency and matched with a child in the care of another.   It has become increasingly common for fees to be applied to the securing of an adoptive family. The consultation is being used as an opportunity to explore the possibility of setting a standard inter-agency fee. Currently the payment of these fees varies widely across Scotland from £7,000 - £27,000. The Scottish Governments preference would be to set a standard fee for all inter-agency matches which is currently the case in England and Wales. Since April 2013 the Department for Education in England has encouraged Local Authorities to charge the same inter-agency fee of £27,000 which reflects the costs to local authorities of recruiting and assessing prospective adopters. It is likely that this costs will be broadly similar both sides of the border. The adoption of a similar fee structure across agencies would ensure that a difference in cost between placing a child in Scotland and placing a child in England plays no part in the thinking behind any cross border adoptions.

3.10. If the same fee structure is adopted in Scotland it may result in an increase in costs to the Council. We currently place more children with adopters externally than we have available within the authority therefore the costs to the council will be greater as the payment is always made by the placing authority. This is due to the success in promoting tighter timescales for moving children who require permanent placements, through our processes. Any potential increase in costs regarding an interagency fee for adoption must be seen in the context of the annual cost to keep a child in foster care which ranges from £20,000 to £73,000 per annum.

3.11. We are currently working on a new campaign to recruit more Renfrewshire based adopters. It is anticipated this will be launched in October/November 2015.

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Implications of this report

1.   Financial Implications
There may increased cost to the council if Scottish Ministers agree to adopt a national fee structure.

2.   HR and Organisational Development Implications
None.

3.   Community Plan/Council Plan Implications

Children and Young People	-	Providing children and young people with safe, supportive and nurturing placements, increases the likelihood of them becoming effective citizens who contribute productively to the communities in which they live.

| | Safer and Stronger | - | Providing good quality care is central to ensuring that the most vulnerable children in Renfrewshire are provided with an opportunity to be cared for in a safe and nurturing environment |

4. Legal Implications
None.

5. Property/Assets Implications
None.

6. Information Technology Implications
None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications
None.

9. Procurement Implications
None.

10. Risk Implications
None.

11. Privacy Impact
None.

List of Background Papers

(a) Copy of consultation document response

The foregoing background papers will be retained within Social Work for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Joyce Gartshore 01416186649

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Children's Services
DH/KO/CVG/FD/JG
6 August 2015

Author*: Dorothy Hawthorn Head of Service Child Care: 0141 618 6827*

Consultation: Scotland's Adoption Register Regulations 2016

RESPONDENT INFORMATION FORM

Please Note this form **must** be returned with your response to ensure that we handle your response appropriately

1. Name/Organisation

Organisation Name

Renfrewshire Council

Title Mr ☐ **Ms** X☐ **Mrs** ☐ **Miss** ☐ **Dr** ☐ *Please tick as appropriate*

Surname

Gartshore

Forename

Joyce

2. Postal Address

| Abbey House |
| 8 Seedhill Road |
| Paisley |
| Renfrewshire |

| **Postcode** PA1 1JT | **Phone** 0141 618 | **Email** joyce.gartshore@renfrewshire.gcsx.gov.uk |

3. Permissions - I am responding as…

Individual	/	**Group/Organisation**
☐	*Please tick as appropriate*	x

(a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?

Please tick as appropriate ☐ Yes ☐ No

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis

Please tick ONE of the following boxes

Yes, make my response, name and address all available ☐

or

Yes, make my response available, but not my name and address ☐

or

Yes, make my response and name available, but not my address ☐

(c) The name and address of your organisation *will be* made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your *response* to be made available?

Please tick as appropriate ☐ Yes X☐ No

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

Please tick as appropriate x Yes ☐ No

CONSULTATION QUESTIONS

Q1. Do you agree that the types of information identified in annex A are suitable for inclusion in the Register?

Yes x No ☐

Comments: Yes the list is extensive and covers the relevant details required for linking purposes. Only additional information that could be relevant for older children is the child's view which is not listed in annex A.

Q2. Do you think that children's information should only be able to be referred to the Register once the Agency Decision Maker has confirmed that adoption is in their best interests (under Regulation 13(1) of the Adoption Agencies (Scotland) Regulations 2009)?

Yes ☐ No x

Comments: No. It has been our local practice that linking opportunities are explored before the Adoption Plan has been approved by the Agency Decision Maker therefore we would refer on completion of Form E following an agency recommendation at a children's 'Looked After Meeting'. Also in cases of concurrency planning an earlier referral may be of benefit.

Q3. Are there any additional types of information which should be included in the Register?

Yes x No ☐

Comments: Where appropriate the child's view.

Q4(a). Do you agree that the information in relation to children listed in annex A should be provided by adoption agencies when a child is referred to the Register?

Yes x No ☐

Comments: Appropriate information should be shared at the earliest opportunity.

Q4(b). Is there any further information relating to a child to be placed for adoption which should be provided to the Register?

Yes ☐ No x

Comments: No

Q5(a). Do you agree that the information in relation to a prospective adopter listed in annex A should be provided to the Register?

Yes X☐ No ☐

Comments: Yes, this maximises appropriate linking opportunities.

Q5(b). Is there any further information relating to a prospective adopter which should be provided to the Register?

Yes ☐ No ☐

> Comments: No it seems that all relevant information is listed

Q6. Do you agree that the means of submitting information to the Register should be dealt with in the Data Sharing Agreement, rather than the Regulations?

Yes X☐ No ☐

> Comments:Yes the Data Sharing Agreement covers

Q7. Do you agree that the timeframe for referring information to the Register should be 3 months from the point of the agency decision maker a) deciding adoption is in the best of interests of the child, and b) approving a prospective adopter?

Yes X☐ No ☐

> Comments: Agree and think this is a generous timescale as this would become an automatic business process therefore it would expected that we would try to do this sooner.

Q8. Do you agree that when an adoption agency becomes aware of any changes to the information it has submitted to the Register, it must notify the Register of these as soon as possible?

Yes ☐ No X☐

Comments: Rather than 'as soon as possible' it would be clearer if this were defined as an actual time scale and if the type of changes were also defined.

Q9. Do you agree that when an adoption agency has submitted information on a child to the Register, they must notify the Register as soon as possible if the agency decides that adoption is no longer in the child's best interests and the reasons for this?

Yes X☐ No ☐

Comments: Yes this is current practise and provides an accurate reflection of the status of the child. It also prevents adoption agencies who may think there is a potential link from approaching the agency.

Q10. Do you agree that when an adoption agency has submitted information on a prospective adopter to the Register, they must notify the Register as soon as possible should the prospective adopter no longer be available for matching?

Yes X ☐ No ☐

Comments: Yes however again it would be clearer if 'define as soon as possible' could be defined.

Q11. Do you think that personal, identifiable information about a child and a prospective adopter should be archived on the Register for a period of 12 months as is the current practice and following notification by the referring agency that the information is no longer required for the purposes of linking?

Yes X ☐   No ☐

Comments: Yes Information should only be held if necessary and held securely.

Q12. In future we would suggest that non-identifiable information about prospective adopters should continue to be retained as it is currently, but is stored separately from the Register. Do you agree?

Yes ☐   No ☐

Comments: This raised an issue of why it would be required to be stored as the reason for retaining this is not clear from the consultation paper. If non identifiable then this could be retained securely.

Q13. Do you agree that the detailed requirements for the way in which the Register keeps information secure, should be outlined in the Data Sharing Agreement?

Yes X☐   No ☐

Comments:Yes

Q14. Do you agree that the two circumstances identified in paragraphs 34 and 35 of the consultation paper should prevent adoption agencies from disclosing information to the Register?

Yes x No ☐

Comments:yes

Q15. Do you agree that adoption agencies should be required to refer a child to the Register when the birth parents have not consented to that child's information being shared?

Yes x No ☐

Comments: Yes. A significant number of cases which have a plan for permanence do not have parental agreement particularly at the registration and linking period. By not proceeding varying degree of delay would be experienced.

Q16. Do you think there are any other circumstances in which adoption agencies should not disclose information to the Register?

Yes ☐ No x

Comments:No, agree with the list.

Q17. Do you agree that information from the Register should be disclosed to those listed and for the purposes set out under paragraphs 41 and 42 of the consultation paper?

Yes x No ☐

Comments: Yes as long as this is in the best interest of child and managed securely

Q18. Do you think there are any other circumstances in which it would be appropriate for information from the Register to be disclosed to a specified person/group of people?

Yes x No ☐

Comments: Yes information may be disclosed to Inspection agencies for audit purposes.

Q19. Do you agree with the suggestion in principle, that a standard inter-agency fee should be paid by the child's adoption agency to the adopter's adoption agency?

Yes x No ☐

Comments: Yes currently Renfrewshire Council relies on placing many children out with the authority for adoption and there are inconsistencies across Scotland in relation to which Authorities charge and what they charge compared to the Independent Sector.

Q20. Do you think that the Scottish Government should endorse the standard inter-agency fee structure used in England or do you think that a Scottish inter-agency fee structure should be established through research and further consultation?

Yes x No ☐

We agree that the Scottish Government should adopt the standard agency fee structure used in England as this is based on current research into relevant costs. There would be no benefit in commissioning further research which would likely come to the same conclusion.

Q21. Do you agree that the adoption of a standard inter-agency fee structure in Scotland should be endorsed by Scottish Ministers in guidance?

Yes x No ☐

Comments: Yes if this is decided.

Renfrewshire Council

Item 10

To:	**Education and Children Policy Board**
On:	**20 August 2015**

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

Heading: **Implementing Evidence Based Programmes in Renfrewshire**

1. Summary

1.1 Renfrewshire Children's Services is ambitious for our children and young people. The service with partners delivers a range of services which are aimed at supporting children, young people and their families to improve outcomes. The development of our strategic approach over the past five years has been seen as innovative across Scotland.

1.2 Renfrewshire Children's Services Partnership reviewed and changed the way it approached the planning, delivery and evaluation of children's services in June 2010. Through the Achieving Step Change approach partners set out to deliver significant changes to the way in which children's services are provided in Renfrewshire, with the high level objective of improving outcomes for children.

1.3 Senior managers working in children's services in Renfrewshire worked with the Social Research Unit to develop a deeper understanding of the needs of our children and young people. The development of our strategic approach was informed by the information gathered from the largest study of need across the child and young people population in any local authority in Scotland. The epidemiological study was conducted in late 2011 involved over 12,500 children and young people aged 9 to 17 completing an online questionnaire.

1.4 The responses from the young people coupled with other data on local need informed the development of a strategic approach which looked at shifting service provision from a reactive to a preventative and early intervention approach. One aspect of the new approach was agreement to implement a range of evidence based programmes aimed at improving outcomes for children and young people in key developmental areas: behaviour; emotional well being; social relationships; educational skills and attainment; and physical health.

1.5 Partners agreed that to improve outcomes for children and young people that a number of evidence based programmes would be investigated and where appropriate implemented. The following evidence based programmes were identified as part of the new strategic approach:

- Positive Parenting Programme (Triple P);
- Family Nurse Partnership;
- Incredible Years;
- Functional Family Therapy;
- Multidimensional Treatment Foster Care;
- Promoting Alternative Thinking Strategies (PATHS); and
- Life Skills Training.

1.6 Two additional evidence based programmes which were not part of the original list were added and are now available in Renfrewshire:

- Families and Schools Together
- CEDAR.

1.7 All of the evidence based programmes in Renfrewshire are provided in the wider context of the statutory requirements of the services. A number of the programmes are delivered in partnership with the 3rd Sector. The use of programmes is embedded within the Early Years Strategy and in the context of supporting the Families First approach..

1.8 This report provides an update on the outcome of the investigation of appropriateness of the programme for implementation in Renfrewshire. It also contains information on the progress being made on the delivery of those programmes which are now available in Renfrewshire. In line with the work of the Tackling Poverty Commission a further study of need will be conducted in partnership with the Social Research Unit in the early part of 2016.

1.9 Renfrewshire was the first authority in Scotland to make use of the epidemiological study to inform the development of a children's services strategic approach across all of the partner agencies working to support children, young people and their families. Carrying out the second study of need will continue to have Renfrewshire at the forefront of innovation. We will be the first authority in the United Kingdom to have undertaken a second study of need. In addition the second area of innovation will be an exploration of how poverty impacts on children's outcomes.

1.10 The second study will show the distance we have travelled in terms of improving children's outcomes and also assist in prioritising our support to children, young people and families over the next three years as we develop our next integrated children's services plan. As part of the second phase of work Renfrewshire Children's Services is exploring an innovative approach to reducing child neglect with the Wave Trust

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2. Recommendations

2.1   It is recommended that the education and children policy board note :

   i.   the progress on the implementation of Triple P, Incredible Years, Functional Family Therapy, Promoting Alternative Thinking Strategies, Families and Schools Together, CEDAR and Family Nurse Partnership in Renfrewshire;

   ii.   that there was insufficient need for Multidimensional Treatment Foster Care in Renfrewshire and therefore this approach is not being pursued at this time;

   iii.   that further work is being undertaken to conclude the investigation of funding to allow the introduction of Life Skills Training;

   iv.   a negotiated contract is being concluded with the Social Research Unit at Dartington to allow the second epidemiological study of need to be carried out in the early part of 2016; and

   v.   that exploratory work is being undertaken with the Wave Trust to explore an innovative approach to reducing child neglect.

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3. Background

3.1   Renfrewshire is one of the first areas in the United Kingdom to commit to a strategic approach in children's services which promotes a prevention and early intervention approach. We define prevention as 'stopping a problem before it develops' and early intervention as 'getting in at the first sign of a problem with the right service'.

3.2   The approach was developed following a comprehensive review of policy and legislative responsibilities, a review of the effectiveness of a range of services and approaches and using information gathered directly from over 12,500 children and young people who participated in an epidemiological study of need. This study was carried out by the Social Research Unit at Dartington, an internationally renowned charity established to promote improvements in children's lives.

3.3   Central to the policy approach was a commitment to introduce a range of evidence based programmes, some aimed at supporting parents, some aimed at all children and families and some aimed at a targeted population. Across Renfrewshire there are now a range of evidence based programmes which are making a positive impact on outcomes for children, young people and their families. This report provides an update on the impact of the different programmes are making. It is important to note that the evidence based programmes are delivered in the context of complimenting universal services, the Early Years Strategy, the Families First approach and are based on developing respectful relationships with children, young people and their families.

3.4   The policy developed agreed that a further study of need using the epidemiological approach developed by the Social Research Unit would be carried out on a regular basis. Funding for the next study of population need using this approach has been agreed via the Tackling Poverty Commission. The second study will include an innovation on looking at the impact of poverty on outcomes for young people. The preparatory work for the next study is being progressed and it is expected that all children and young people aged 9 to 17 will be invited to participate by completing an online questionnaire in late 2015/early 2016.

3.5   As part of the second stage of work services in Renfrewshire are exploring work to reduce the number of children exposed to neglect. Initial discussions have taken place with the Wave Trust to investigate possible external funding to develop an innovative approach to reducing child neglect through the delivery of evidence based programmes.

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4   **Triple P Update**

4.1   Triple P is a multi-level public health approach which supports parents develop the skills they require to meet the needs of their children as they grow up. The evidence of research into the effectiveness of Triple P shows the following positive outcomes for parents and children:

        * an increase in parental confidence and efficacy;
        * an increase in the use of positive parenting practices;
        * a decrease in parental stress, depression and anger;
        * a decrease in parental conflict over raising children;
        * a decrease in parents using coercive, harmful or ineffective parenting practices; and
        * a reduction in the prevalence of early onset behavioural and emotional problems in children and teenagers in the birth to 16 range.

4.2   Effective delivery of Triple P relies heavily on a well trained workforce. In Renfrewshire 140 members of staff from education, health, social work and the voluntary sector were trained in one or more levels of Triple P.

4.3   Triple P was launched in Renfrewshire in April 2011 and since that time around 2000 parents have benefited from an intervention. Implementation of Triple P at a population level requires ongoing change in practice and culture and as such is challenging. The aim is to make the programme available to all parents who want or require this support. This programme approach is significantly different to that which was previously used by many individual practitioners and therefore required not only practice change but change in terms of culture within and across services.

4.4   Parents who participate in Triple P report high levels of satisfaction, a change to using positive parenting practices, increased confidence as parents, decrease in stress levels and a positive impact on children's behaviour. Parents who have participated at Level 4 are reporting much higher levels of positive change than parents who participate in the lower level programme elements.

4.5   In terms of good practice the following is noted:

- staff locally have developed a parent toolkit which is presented to parents completing Level 4 interventions;

- the toolkit has been recognised as a positive development and other areas in NHS Greater Glasgow and Clyde have requested access and this is being arranged;

- local leaflets in relation to Triple P have been developed and are more appropriate than the generic Triple P leaflets and other areas in NHS Greater Glasgow and Clyde have requested access and this is being arranged;

- resources for Triple P (tip sheets and workbooks) are held in locality areas and few restrictions are placed on access;

- a Triage Group operates in the Johnstone, Paisley and Renfrew localities to ensure a speedy provision of service to parents; and

- one of our local practitioners was recognised as one of the top 4 practitioners across the various countries delivering Triple P at the International Triple P conference in 2014.

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5   Incredible Years

5.1   The Incredible Years BASIC pre-school parenting programme part of a suite of parent, child and teacher programmes developed by Prof Webster Stratton at the University of Washington, Seattle, USA that target disruptive behaviour problems and healthy social emotional development. The Incredible Years programme has been identified as a "blueprint programme" meaning that it meets the highest standard of evidence in terms of research, impact and replication.

5.2   The general aims of the Incredible Years Programme are:

- treatment of child aggression and behaviour problems;
- prevention of conduct problems, delinquency, violence and drug abuse;
- promotion of child social competence, emotional regulation, positive parental attributions, academic readiness and problem-solving;
- improved parent-child interactions;
- improved parental functioning;
- less harsh and more nurturing parenting: and
- increased parental social support and problem-solving.

5.3   The Incredible Years Programme is delivered to groups of parents with a maximum of 12 parents attending. The programme is facilitated by 2 members of staff trained as incredible Years workers and is delivered over a period of 18 weeks. Each session last for around two and a half hours.

5.4   The Incredible Years workers facilitate a collaborative non-expert approach which helps parents identify their own goals and to discover and adopt positive parenting principles and practices that strengthen their relationship with their child and reduce behavioural problems through:

- child-directed play;
- social emotional and academic persistence coaching;
- praise and rewards;
- predictable routines;
- effective limit setting; and
- non-punitive consequences.

5.5   The methods utilised in the Incredible Years Programme include video-guided group discussion, modelling, visual learning aids, hand-outs and written materials, home activities and role-play. All parents participating in the Incredible Years programme are provided with a high quality book and locally we have ensured that a "spoken book" is available for parents who have literacy challenges.

5.6   The research on the best outcomes from the Incredible Years programme is in relation to children who are already demonstrating difficult and complex behaviours and parents who are finding managing these a challenge. To date 15 Incredible Years groups have run in 10 of the 12 centres. Almost 300 parents have engaged with the programme with over 60% completing the 18 week course.

5.7   The reports from parents who have participated report the following:

- lower levels of aggression and problematic behaviour by their children;
- higher levels of emotional regulation;
- better child to child as well as parent to child relationships;
- improved positive parenting approaches and increased problem-solving capacity; and
- less harsh and more nurturing parenting.

5.8   At present work is being taken forward to consider how to extend delivery of the Incredible Years programme across other sectors in Renfrewshire. Further negotiations are being taken forward with NHS National Education Scotland to provide additional support around increased scrutiny around programme fidelity, an ongoing commitment from centres to maximise impact of delivery as well as gathering and sharing statistical returns, additional training supervision and support feeding into a National picture of 'what works'. In addition there is potential for this partnership being extended to allow the implementation of the Incredible Years Primary School programme.

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6   Functional Family Therapy

6.1   FFT is an evidence based programme aimed at improving outcomes for young people aged 11 – 18 years. FFT, developed in the USA in 1977 is a family based intensive intervention programme. The programme aims to work with young people who are demonstrating significant behavioural difficulties including involvement in offending, aggression, violence and substance misuse. FFT has been identified as a "blueprint programme" meaning that it

meets the highest standard of evidence in terms of research, impact and replication

6.2   Renfrewshire is the first local authority in Scotland to provide FFT. FFT was piloted in Brighton and Hove as the first UK test site where results have been positive resulting in the local authority agreeing to extend their initial three year funding arrangement for a further three years. In the past two years FFT has been introduced to a number of other areas including Glasgow City, Manchester and the Northern Health and Social Care Trust area in Northern Ireland.

6.3   FFT has been shown to be effective in addressing young people's anti-social behaviour, involvement in offending, use of alcohol, use of illicit drugs and levels of violent and aggressive behaviour. The programme has been evaluated as having a positive impact on outcomes for individual young people, their parents and their siblings. The programme has been shown to be effective in reducing the number of young people entering care and also on reducing the number of young people who enter the criminal justice system.

6.4   Each family working with the FFT service will have an individual programme devised with between 8 and 30 sessions over a three month period. FFT has four phases:

   i.   introduction and engagement;
   ii.   motivation and therapy;
   iii.   behaviour change and
   iv.   generalisation (increasing family's capacity to prevent relapse).

6.5   FFT has been evaluated via a number of randomised control trials in the USA over the last 40 years. 13 studies have been conducted and presented in referenced journals which show significant positive impact on outcomes for the young people who participate as well as positive outcomes for their siblings and parents. The randomised control trials suggest the following outcomes:

   - reduced levels of antisocial behaviour;
   - reduced levels of alcohol consumption;
   - reduced levels of drug misuse;
   - reduced levels of violence;
   - reduced levels of aggression;
   - improved problem solving capacity; and
   - reduced levels of family stress and breakdown.

6.6   The FFT team in Renfrewshire was initially funded by the Big Lottery and is provided under a negotiated contract by Action for Children. The FFT team operates from an office base in St. Fergus' Primary School and has been operational since early 2013.

6.7   To date over 100 families have engaged with the service and are reporting positive impact on changing behaviours to improve the family situation. FFT is evaluated by the Programme developers and the Renfrewshire service has been evaluated as the best performing FFT team in Europe.

6.8   One of the aims of FFT in Renfrewshire was to target young people at risk of being accommodated by the local authority and through direct intervention prevent the need to accommodate the young person. Since the FFT service commenced 25 young people deemed to be at high risk of being accommodated have been supported to remain at home. Preventing the accommodation of these young people has avoided an additional budget pressure on accommodated children's services in the region of £1.5million over the past two years.

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7   Promoting Alternative Thinking Strategies

7.1   The identification of Evidence based programmes has been a core activity of the Achieving Step Change Programmes in Renfrewshire. As part of this process, the PAThS (Promoting Alternative Thinking Strategies) Programme has been one which has been viewed as having great potential to have a positive impact on our children and families. As a result of the reputation Renfrewshire has developed for innovation and forward thinking, Barnardo's approached the project with the opportunity to implement the programme in up to 10 schools with full training, resource and support at no cost.

7.2   Barnardo's was successful in applying for funding from the Big Lottery Fund's Realising Ambition strand of support. The Realising Ambition programme is providing support to voluntary and community sector (VCS) organisations from across the UK and their partners to:

- prevent young people aged 8 to 14-years-old from taking pathways into offending
- build the evidence base of 'what works'
- replicate what works in new geographic areas.

7.3   Through Realising Ambition they were able to secure support to replicate an approach called PATHS Plus, a combination of two programmes, PATHS® and Friendship Groups. They are replicating this in up to 40 schools across the UK, (10 in Renfrewshire) and providing support until July 2016. The local schools who are implementing the programme over the next two years are:

- Cochrane Castle
- St David's
- Auchenlodment
- St Anthony's
- Lochwinnoch
- West
- St Charles'
- Gallowhill
- Williamsburgh
- Brediland

7.4 PATHS® is a universal social and emotional learning programme for primary school children that promotes emotional recognition, understanding and development, social problem-solving, mutual respect and understanding, communication and empathy. Friendship Groups is a targeted social and emotional learning programme that supports similar outcomes as PATHS® but is aimed at primary school pupils that have a level of emotional and/or behavioural difficulties.

7.5 PATHS® is supported by Barnardo's through employing a Specialist Social and Emotional Learning Coach who works with each school, their teachers and entire staff team to ensure that PATHS® is implemented consistently on a whole-school basis and embedded throughout the curriculum. Friendship Groups are co-delivered by a Support Worker in conjunction with another worker.

7.7 Across both PATHS® and Friendship Groups we will be looking to show evidence for:

- better cooperation and sharing skills;
- reduced aggression and misbehaviour;
- improved mental health and reduced impact of mental health problems;
- reduced anxiety and depression;;
- improved emotional regulation;
- improved peer relationships; and
- reduced bullying.

7.8 The gathering of evidence of improved outcomes and impact of the programme is key to the successful implementation in Renfrewshire. Robust, validated assessment tools will be used pre and post involvement and there will be ongoing monitoring and evaluation throughout the school year. Barnardo's are committed to fully reporting all findings under the terms of the Realising Ambition funding and it would make sense to use these finding to make decisions regarding the ongoing delivery and possible expansion of the programme at a local level beyond Barnardo's direct involvement.

7.9 The initial feedback on the data from Barnardo's is that PATHS is having a positive impact on young people in the schools where the programme is available.

7.10 In the last few months Barnardo's working with the Programme developer reviewed the PATHS delivery across the United Kingdom. An award of model school was made to 8 schools across the UK. Three of these schools are in Renfrewshire:

- St. Anthony's
- St. Charles and
- Williamsburgh.

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8   Multi Dimensional Treatment Foster Care

8.1   MTFC is a targeted intervention, which aims to provide troubled young people with challenging behaviour (aged 12-18 years) with a foster placement with the ultimate aim of reuniting them with their own families. The intervention can be a direct alternative to a residential placement and is often provided to young people when a residential placement has been unsuccessful. Young people with challenging behaviours are a small group but can result in significant costs for the local authority.

8.2   Following a review of need and demand in partnership with three neighbouring authorities it was agreed that there was insufficient need for this service. As such a decision was made not to pursue the development of this programme further at this time

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9   Family Nurse Partnerships

9.1   Family Nurse Partnership (FNP) is an intensive prenatal and infancy nurse home visiting programme for young first time mothers (under the age of 19). It is targeted at women pregnant for the first time prior to the 26th week of pregnancy. FNP benefits children and families who have the poorest outcomes i.e. mothers with low resources (low educational achievement, low income, limited family support and poor mental health). FNP aims to improve antenatal health, promote child health and development and to foster economic self-sufficiency.

9.2   FNP involves intensive home visitation by nurses during pregnancy and two years following the birth of a woman's first child. The nurses will to meet with each first-time mom in 64 planned home visits over a two and a half year period. The visits last between 75 and 90 minutes.

9.3   The programme content includes activities that help link families with needed health and social services, promote good decision-making about personal development, assist families in making healthy choices during pregnancy and providing proper care to their children, and help women build supportive relationships with families and friends.

9.4   FNP is a blueprints programme and meets the highest standard of research, impact, evaluation and replication. The Scottish Government has agreed to fund the previous Renfrewshire Community Health Partnership and now the Health and Social Care Partnership for an initial two year programme. FNP was launched in Renfrewshire in mid 2014 and the team also delivers a service in East Renfrewshire and Inverclyde.

9.5   The FNP service is in the early stages in Renfrewshire however there are already signs of positive impact. 72 young women from Renfrewshire are engaged with the FNP service. Those young women engaged in FNP are showing positive approaches to being a parent, increased likelihood of breast feeding and a reduction in the number who are smoking.

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10   Life Skills Training

10.1   Life Skills Training (LST) is a school-based substance abuse prevention programme evidenced by over 25 years of peer review, random control trials and Evaluation. The Programme is targeted at S1-S3 and aims to:
(i) teach students social and self-management skills, including skills in resisting peer and media pressure to smoke, drink, or use drugs; and
(ii) inform students of the immediate consequences of substance abuse.

10.2   LST is delivered by classroom teachers who have received training from the LifeSkills Training organisation. The teachers deliver the program to students in 15 classroom sessions, each approximately 40-45 minutes in length, during the students' first year of secondary education. Over the next two years, the teachers provide students with a total of 5-15 review sessions to reinforce what they have learned.

10.3   In studies*, the LST has been shown to:

- cut tobacco use by 87%
- cut alcohol use by 60%
- cut marijuana use by 75%
- cut methamphetamine use by 68%
- cut polydrug use by 66%
- reduce Pack-a-Day Smoking by 25%
- decrease Use of Inhalants, Narcotics and Hallucinogens
- reduce Violence
- reduce risky driving behaviour.

10.4   Further updates will be provided to the Education and Children Policy Board on the investigation of LST as a programme for delivering in Renfrewshire.

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11   Families and Schools Together

11.1   Families and Schools Together (FAST) is an evidence based programme designed to build protective factors around a child and thereby enhance their resilience. The programme makes use of supportive relationships between and within families, the child's school and the local community. The FAST programme is delivered on a group basis for a number of families in a Primary School and then moves onto the FASTWORKS approach which is parent led over the following 22 months.

11.2   FAST was developed in 1988 by Dr. Lynn McDonald, presently Professor of Social Work Research at Middlesex University. The initial FAST programme was delivered and evaluated in Wisconsin. Over the period since them the FAST programme has been delivered in over 2500 schools in 18 different countries. Since 2001 FAST has been the subject of four randomised control trials which confirmed the positive impact the programme has on improving outcomes for children. The learning from the randomised control trials alongside evaluations from participants resulted in minor amendments to the programme to enhance its effectiveness.

11.3   FAST is a community strength building programme which is delivered in a holistic manner. The programme is delivered to groups of families and involves the school as well as partners in the local community.   FAST aims to build resilience in children through reducing stress. In addition the programme aims to enhance the well-being and ability to learn for children participating as part of the family system. FAST is based on social ecological theory of child development, family systems theory, family stress theory, attachment theory, social learning theory, community development strategies and theories of adult education. Prior to delivering FAST the local Implementation Team is trained under the leadership of Dr. McDonald.

11.4   FAST has 4 high level goals as follows:

1.   *Enhance family functioning through i) strengthening the parent-child relationship in specific and focused ways, ii)empowering the parents to become the primary prevention agents for their own children and iii)improving child behaviour at home.*

2.   *Prevent the target child from experiencing school failure by i) improving the FAST child's behaviour and performance in school, both over the short-term and long term, ii) empowering the parents in their role as partners in the educational process, iii) increasing the child and family's feelings of affiliation toward the school and iv) improving child behaviour at school.*

3.   *Reduce the stress that families experience from daily life through i) offering on-going opportunities for building social support among parents, ii) linking the family to appropriate community resources and services as needed and iii) empowering parents to establish relationships and increase their effectiveness in dealing with everyday life.*

4.   *Prevent substance abuse by the child and family by i) building protective factors against children becoming involved in substance abuse in the future by strengthening the parent-child and family relationships and improving child behaviour at home and at school and ii) reducing parent substance misuse.*

11.5   The first FAST programme in Renfrewshire was delivered in Glencoats Primary School between October and December 2012. The programme in Glencoats was funded by Save the Children as part of their programme to improve outcomes for children and young people living in poverty.

11.6   Recruitment to the FAST programme in Glencoats was organised via the school and initially 43 families were invited to participate. 37 families agreed to consider attending. At the start of the FAST groupwork programme 23 families attended with 20 of them attending at least 6 sessions. The retention rate amongst the Glencoats families was 87% which is above the target retention rate of 80%.

11.7   During the FAST programme in Glencoats the parents and teachers completed a range of questionnaires which were used to evaluate the impact of the programme and provide demographic information on the participants and their families. The evaluation of the families participating in the FAST programme in Glencoats showed the following:

- increase in family cohesion;
- decrease in family conflict;
- improvement in parent-child relationships;
- improvement in community social relationships;
- an increase in mutual support from and to other parents;
- increase in emotional support; and
- increase in the parent's self-efficacy.

11.8 The teachers in Glencoats reported that:

- an increase in child's academic competence
- an increase in a positive way with parents
- a decrease in the display of hyperactivity by children and
- a reduction in the impact of child difficulties.

11.9 Overall the evaluation of the FAST programme in Glencoats found a positive impact for the children, their parents, the school and the wider community. A number of the parents who graduated from the FAST programme are now embarked on the FASTWORKS programme which is a 22 month parent led monthly support sessions.

11.10 Following the successful evaluation of FAST in Glencoats the school has embarked on their second programme. 10 other schools in Renfrewshire are now involved in the delivery of FAST or are planning to launch a FAST programme in their school in the next few months. Save the Children are continuing to support the roll out of FAST in Renfrewshire

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12   CEDAR

12.1 CEDAR is a group-based programme delivered as one element of the Renfrewshire Reconnection Service. Renfrewshire Reconnection is a Big Lottery funded project that delivers group-based and one to one therapeutic services for women and children affected by domestic abuse. The project aims to improve emotional resilience, confidence and self esteem as well as improving relationships between mother and child. The Project sits within the services provided by Women and Children First (Children and Families) Renfrewshire Social Work. Ongoing monitoring and evaluation reports are provided to the Renfrewshire Gender Based Strategy Group.

12.2 Women and children living in Renfrewshire who have indirectly or directly experienced domestic abuse can access this service. Entry to the project is based on thorough assessment using clear criteria. The support from the Lottery has allowed children with trauma symptoms and /or multiple needs can also be offered individual support by a specialist children's practitioner employed by Children 1st.

12.3 Cedar is a group-based programme delivered by Renfrewshire Reconnection. Cedar (Children Experiencing Domestic Abuse Recovery) is a 12 week programme for children aged 4-16 years old affected by domestic abuse. It is based on a successful Canadian Model. Children attend 12 group sessions and a concurrent mothers group operates just ahead of the children and young person's group. Mothers will be supported as they assist their children to begin to heal from the impact of exposure to domestic abuse.

12.4   30 members of staff from a range of agencies working to support children have been trained to deliver the CEDAR programme. 6 CEDAR groups have been delivered since the service was launched. The impact of the CEDAR programme is making a positive change for almost all of the participants. In all areas of evaluation over 80% of participants are reporting positive changes with 94% of children reporting they now know how to keep safe and talk to their mother about their feelings.

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Implications of the Report

1.   **Financial** – The costs of delivering the range of programmes is contained within service budgets.

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

3.   **Community Planning –**

Children and Young People –	Improving outcomes for children is central to the aims of the Community Plan. Evidence based programmes and the Families First approach are both key in helping drive the changes required to improve children's lives.
Community Care, Health & – Well-being	The range of evidence based programmes available in Renfrewshire are making a positive contribution to improved health outcomes for some of Renfrewshire's most vulnerable children.
Safer and Stronger –	The evidence based programmes are contributing to the improved safety of children in Renfrewshire and to reducing anti-social behaviour.

4.   **Legal** – None.

5.   **Property/Assets** – None.

6.   **Information Technology** – None.

7.   **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.

8.   **Health & Safety** – None.

9.   **Procurement** – A contract for the continuation of the Functional Family Therapy service is being negotiated with Action for Children and meets fully the procurement requirements.

10.   **Risk** – None.

11.   **Privacy Impact** – None.

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List of Background Papers

(a)   **None**

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is John Trainer, transion manger, 0141 618 7241.

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Children's Services
JT
7 August 2015

Author: **John Trainer, Transition Manager**
              Telephone: 0141 618 6860

Item 11

To:	**Education and Children Policy Board**
On:	**20 August 2015**

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

Heading:	**Revised Scheme for the Appointment of Temporary Teachers to Permanent Posts**

1.   Summary

1.1.   Renfrewshire Council Joint Negotiating Committee for Teaching Staff (JNC) deals with matters related to teachers' conditions of service which are devolved to a local level from the Scottish Negotiating Committee for Teachers for local consideration and agreement.

1.2.   A JNC sub-group has met throughout session 2014/15 to review the scheme for appointment of temporary teachers to permanent posts and to agree a way forward which will balance the interests of temporary teachers whilst safeguarding the future staffing needs of Renfrewshire Council.

1.3.   The JNC has approved the attached revised scheme for the appointment of temporary teachers to permanent posts.   The revised Principles of Operation (appendix) has been finalised and agreed for implementation at the start of school session 2015/16.

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2.   Recommendations

2.1.   The education and children policy board is asked to:

- note the attached revised scheme for appointment of temporary teachers to permanent posts which was approved at JNC on 16 June 2015; and

- note the agreed revised Principles of Operation (appendix) for implementation at the start of school session 2015/16.

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3. Background

3.1. Clause 8.5 of the Scheme of Salaries and Conditions of Service For Teaching Staff on school education allowed teachers working on temporary contracts with Strathclyde Regional Council (SRC) to apply for transfer to the permanent staff of that authority after one year's continuous service.

3.2. In March 2004, SNCT/31 provided the guidelines by which LNCTs should reach local agreement on provisions to supersede Clause 8.5.

3.3. An agreement was already in place within Renfrewshire Council which reflected the previous SRC condition and confirmed its continuation with Renfrewshire Council. In light of this, the JNC took no action following the issue of SNCT/31.

3.4. This paper agrees a way forward which will balance the interests of temporary teachers, whilst safeguarding the future staffing needs of Renfrewshire Council.

3.5. Under the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, all temporary contracts or series of continuous temporary contracts that extend beyond 4 years, will be made permanent unless the employer can objectively justify why this should not happen.

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Implications of this report

1. Financial Implications
   None.

2. HR and Organisational Development Implications
   None.

3. Community Plan/Council Plan Implications

Children and Young People	- Effective workforce planning and the employment of high quality teachers will have a positive impact on the learning and teaching of all our children and young people across Renfrewshire.

4. Legal Implications
   None.

5. Property/Assets Implications
   None.

6. Information Technology Implications
   None.

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

8.   Health and Safety Implications
None.

9.   Procurement Implications
None.

10.   Risk Implications
None.

11.   Privacy Impact
None.

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List of Background Papers

None

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Michael Dewar, Acting Head of Service, Tel 618 7194, michael.dewar@renfrewshire.gcsx.gov.uk)

___

Children's Services
MD/CVG/LG
5 August 205

Author: Michael Dewar, Acting Head of Service, Tel 618 7194,
michael.dewar@renfrewshire.gcsx.gov.uk)

Renfrewshire
Council

JNC/20

Scheme for the Appointment of Temporary Teachers to Permanent Posts

Background

1. Clause 8.5 of the Scheme of Salaries and Conditions of Service for Teaching Staff on school education allowed teachers working on temporary contracts with SRC to apply for transfer to the permanent staff of that authority after one year's continuous service.

2. In March 2004, SNCT/31 provided the guidelines by which LNCTs should reach local agreement on provisions to supersede Clause 8.5.

3. An agreement was already in place within Renfrewshire Council which reflected the previous SRC condition and confirmed its continuation with Renfrewshire Council. In light of this, the JNC took no action following the issue of SNCT/31.

4. Over the years the transfer to permanency of temporary teachers has created additional pressures in relation to the staffing of schools.

5. This paper seeks to agree a way forward which will balance the interests of temporary teachers, whilst safeguarding the future staffing needs of Renfrewshire Council.

6. Under the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, all temporary contracts or series of continuous temporary contracts that extend beyond 4 years, will be made permanent unless the employer can objectively justify why this should not happen.

Proposal

1. Where a teacher has met the qualifying criteria they may apply for a permanent contract with the Council and will receive confirmation of their entitlement to permanency in writing when the qualifying criteria below are met;

   - The required period of service or qualifying period is completed.

   - There is evidence of satisfactory teaching throughout the period of service.

   - There is a permanent post, for which the teacher can be appointed.

Where there is no permanent vacancy available, applications will be held on file and the first suitable vacancy to arise will be offered. In the interim, every effort will be made to ensure approved applicants are considered for long-term temporary posts. Where no long-term temporary post is available, applicants may continue to work supply and will be paid for the hours that they work. Should a vacancy exist in the permanent supply pool, approved applicants may express an interest in that post.

The required period of service is when a teacher has accrued 78 weeks reckonable service, over no more than 3 consecutive schools sessions, irrespective of when deployment begins.

Evidence of satisfactory teaching service will be required. Said evidence will be way of head teachers' reports.

An application will not normally be refused if the above conditions above are met.

2. All teachers who meet the qualifying criteria and whose applications have been approved will be invited to attend an interview to determine the appropriate placement from the permanent positions available. Vacancies will be ring-fenced to those teachers whose applications have been approved.

3. Should no suitable permanent vacancy be available at the time of the Staffing Exercise, or an insufficient number of vacancies are available in respect of applications, every effort will be made to consider those teachers for long-term temporary posts, pending a suitable vacancy becoming available. (Note: Approved applicants will not lose their right to permanency pending appointment to a vacant post)

4. Business Support will maintain a list of all temporary teachers working for the council, together with details of service. It is the responsibility of the temporary teacher to make an application to be made permanent.

5. For the avoidance of doubt, probationer service will not qualify as service for the purposes of this agreement.

6. All permanent posts are open to teachers who have achieved the GTC Standard for Full Registration.

7. Teachers on temporary contracts will be provided with the same access to information on vacancies for permanent posts as is provided to existing permanent post holders. It is the responsibility of any temporary teacher or supply teacher wishing to secure a permanent post, to make an application for permanency.

8. An application for permanency must be submitted to the appropriate Education Manager using the Pro-Forma, Scheme for the Appointment of Temporary Teachers to Permanent Posts.

9. Appointment to the permanent staff of Renfrewshire Council, other than by way of the allocation priorities set out in Appendix 1, will continue to be by way of application and interview.

Scheme for the Appointment of Temporary Teachers to Permanency

Principles of Operation

A temporary teacher can make an application for permanency based on the following criteria:-

Where a teacher has accrued 78 weeks reckonable service, over no more than 3 consecutive schools sessions, they may make an application for a permanent contract within the Authority.

The employment may have been full-time or part-time and may have been on a fixed term contract or supply work, or any combination of the two. Where a permanent part-time teacher has undertaken additional hours then they will be entitled to apply for a permanent contract in respect of those additional hours where they meet the requirements set out of this agreement.

Where teachers have been employed on a succession of short-term, fixed term contracts, even where there have been breaks of service, they will be entitled to make an application for a permanent contract if they accrue a total of 78 weeks service over no more than 3 consecutive school sessions.

Qualifying service comprises any week in which a teacher is employed as a teacher by the Council.

An application must be submitted using the attached pro-forma (Application – Scheme for the Appointment of Temporary Teachers to Permanency – Appendix 1a) to the appropriate Education Manager. Submission must be no later than 30th April for consideration for permanency at the start of the following school session. Application forms received after the 30th April will not be considered until the following annual staffing review.

Appointment to the permanent teaching staff of Renfrewshire Council will be by way of application and submission of satisfactory head teacher's report. Detail of permanent vacancies will be provided to applicants.

All teachers who meet the qualifying criteria and whose applications have been approved will be invited to attend an interview to determine the appropriate placement from the permanent positions available. Vacancies will be ring-fenced to those teachers whose applications have been approved.

Where there is no permanent vacancy available, approved applicants will be considered for the first suitable vacancy to arise. Every effort will be made to ensure approved applicants are considered for long term temporary posts. Where no long-term temporary posts are available, approved applicants may continue to work supply and will be paid for the hours that they work.

The permanent appointment will match the hours undertaken by the teacher during the qualifying period of service. Where the hours have varied, an average will be taken over the qualifying period.

Council will request a head teacher's report as evidence of satisfactory service to cover the full qualifying period (Appendix 1b)

(Where teachers have worked in various establishments, during the qualifying period, reports submitted at the end of each long temporary contract (i.e. any period of 4 weeks or more) will be used to support their application)

Where an unsatisfactory report has been received for a deployment; an Education Manager will assess appropriate action and it may be that the period of unsatisfactory employment is excluded from the qualifying service period.

It is recognised that any vacancies are allocated on an agreed priority as follows:

1. Allocation of probationers – all local authorities are required to take an agreed allocation of probationers each year, therefore posts require to be identified for them in the first instance.

2. Teachers who have been transferred compulsorily within 2 years should be given the opportunity to return to their original schools should a vacancy arise.

3. Teachers who become surplus to establishment of a particular school as a result of a school closure or amalgamation.

4. Teachers who are either volunteers or who are to be transferred compulsorily because they are surplus to the establishment of a particular school as part of the annual staffing review.

5. Teachers entitled to a permanent contract under this agreement.

This policy will be monitored and reviewed annually by the Joint Secretaries.

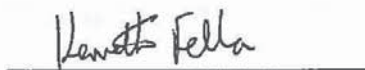| Signed on behalf of Management Side	Signed on behalf of the Teachers' Side
Name: David Marshall	**Name:** Kenny Fella
Designation: Head of HR & OD	**Designation:** Branch Secretary
Date: 24 June 2015	**Date:** 24 June 2015

Renfrewshire
Council

Application – Scheme for the Appointment of Temporary Teachers to Permanency

Personal Details

Teacher's Name: _____

Sector   Secondary ☐   Primary ☐   Special Education ☐

Subject (if Secondary qualified): _____

Start Date of Post: _____

Pointage (FTE) held: _____

Is current disciplinary action record on file for this teacher?   ☐ Yes   ☐ No

Have timekeeping or attendance given any recent cause for concern?   ☐ Yes   ☐ No

Approval to teach in a Denominational school (Please ensure this section is completed where applicable)

The relevant legislation on the management of denominational schools in Scotland states that:

"A teacher appointed to any post on the staff of any such school by the education authority... shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted".

For those teaching posts which impact on the teaching of Religious Education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

Do you hold church approval to teach in a denominational school?   ☐ Yes   ☐ No

Do you have an appropriate teaching qualification in Catholic Religious Education?

            ☐ Yes   ☐ No

Assessment of professional performance

Measured against the Standards for Registration: mandatory requirements for registration with the General Teaching Council for Scotland, please tick the appropriate boxes below to indicate the overall level of professional performance in the following areas:-

	Excellent	Satisfactory	Unsatisfactory
Professional Knowledge and Understanding			
Professional Skills and Abilities			
Professional Values and Person Commitment			

If the performance of the teacher has been unsatisfactory in any of the above areas please indicate below which of the following steps you have taken:-	Yes	No
Made teacher aware of specific concerns on their performance		
Offered appropriate support		
Agreed appropriate professional development opportunities		
Set appropriate targets for improvement		

Professional Review & Development	Yes	No
Has the teacher engaged in the professional review and development process?		
If yes, date of last review.		

Overall assessment of suitability for transfer to permanent status

	Yes	No
I consider this teacher to be suitable for employment as a permanent teacher with Renfrewshire Council – if ticking No, please give reasons below		

Reasons why teacher should **not** be offered a permanent appointment anywhere in Renfrewshire Council (additional comments can be provided on a separate sheet):-


I confirm that this is an accurate report which has been discussed with the teacher concerned.

Name of Head Teacher (Print)		Signature of Head Teacher	
Name of Teacher (Print)		Signature of Teacher	
School		Date	

Renfrewshire
Council

Report on Temporary Teacher
(Required for temps in post over 4 weeks)

Personal Details

Teacher's Name: _____

Sector   Secondary ☐   Primary ☐   Special Education ☐

Subject (if Secondary qualified): _____

Start Date of Post: _____

Pointage (FTE) held: _____

Is current disciplinary action record on file for this teacher?   ☐   Yes   ☐   No

Have timekeeping or attendance given any recent cause for concern?   ☐   Yes   ☐   No

Approval to teach in a Denominational school (Please ensure this section is completed where applicable)

The relevant legislation on the management of denominational schools in Scotland states that:

"A teacher appointed to any post on the staff of any such school by the education authority... shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted".

For those teaching posts which impact on the teaching of Religious Education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

Do you hold church approval to teach in a denominational school?   ☐   Yes   ☐   No

Do you have an appropriate teaching qualification in Catholic Religious Education?

       ☐   Yes   ☐   No

Assessment of professional performance

Measured against the Standards for Registration: mandatory requirements for registration with the General Teaching Council for Scotland, please tick the appropriate boxes below to indicate the overall level of professional performance in the following areas:-

	Excellent	Satisfactory	Unsatisfactory
Professional Knowledge and Understanding			
Professional Skills and Abilities			
Professional Values and Person Commitment			

If the performance of the teacher has been unsatisfactory in any of the above areas please indicate below which of the following steps you have taken:-

	Yes	No
Made teacher aware of specific concerns on their performance		
Offered appropriate support		
Agreed appropriate professional development opportunities		
Set appropriate targets for improvement		

Professional Review & Development

	Yes	No
Has the teacher engaged in the professional review and development process?		
If yes, date of last review.		

I confirm that this is an accurate report which has been discussed with the teacher concerned.

Name of Head Teacher (Print)		Signature of Head Teacher	
Name of Teacher (Print)		Signature of Teacher	
School		Date	

General Teaching Scotland for Scotland (GTC)

The Standards for Registration: mandatory requirements
For Registration with the General Teaching Council for Scotland

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS
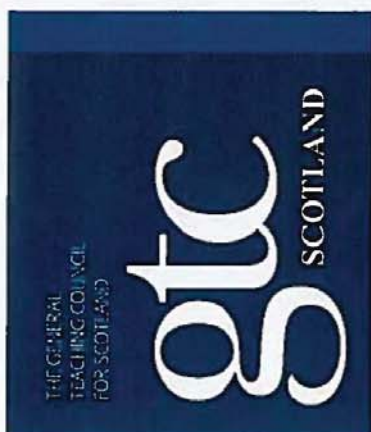
The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland
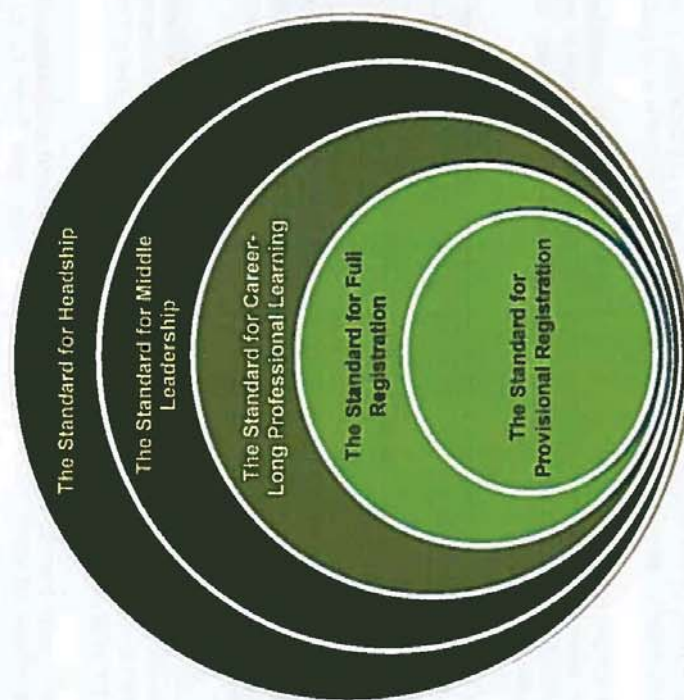
December 2012

Contents

The Standards for Registration

The Standard for Headship

The Standard for Middle Leadership

The Standard for Career-Long Professional Learning

The Standard for Full Registration

The Standard for Provisional Registration

Introduction

The Standard for Provisional Registration (SPR) and The Standard for Full Registration (SFR) are part of the suite of GTC Scotland's Professional Standards which also includes The Standard for Career-Long Professional Learning and The Standards for Leadership and Management. These standards are underpinned by the themes of values, sustainability and leadership. Professional values are at the core of the Standards for Registration. They are integral to, and demonstrated through, all our professional relationships and practices.

'Learning for Sustainability' is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standards for Registration to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners. The Standards for Registration include a focus on leadership for learning.

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland. (It also acts as one of the set of subject benchmark statements for professional qualifications in Scotland developed by the Quality Assurance Agency for Higher Education.) Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration. The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. It must therefore constitute standards of capability in relation to teaching (with such reasonable adjustments as may be required under Equalities Legislation) in which learners, parents, the profession itself and the wider community can have confidence.

The scope of this document is limited to defining the SPR and SFR and does not address in detail how judgements will or should be made. It is not intended that the Professional Actions should be used as a checklist. In broad terms, the person reviewing the work of the teacher needs to be reassured that the capabilities described by the professional standard are achieved. Where it is thought that further development is needed, the Professional Actions provide a focus for what needs to be done.

Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. The Standard for Career-Long Professional Learning has been developed to support teachers choosing to reflect on this standard as part of their professional learning. As they progress through their careers this Standard will help them to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

❖ a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;

❖ a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;

❖ a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers;

❖ a baseline standard of professional competence which applies to teachers throughout their careers.

Elements of all of the standards are organised into inter-related categories with Professional Values and Personal Commitment at the heart.

These elements are inherently linked to each other in the development of teachers, and one aspect does not exist independently of the others. It is this inter-relationship among all of the categories which develops a teacher's understanding, practice and professionalism.

During this early phase, there should be clear evidence of the development and consolidation of knowledge, understanding, skills and abilities.

1   Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Student Teacher Code and Code of Professionalism and Conduct (COPAC).

Professional values are at the core of the Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Values are complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

They drive an unswerving personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as teachers registered with GTC Scotland.

Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, and the connections between values and practices, need to be regularly re-appraised over the course of teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

❖   **Social Justice**

- Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.

- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.

- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.

- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.

- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.

- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.

- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

❖ **Trust and Respect**

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.

- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.

- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.

- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

2 Professional Knowledge and Understanding

2.1 Curriculum

The Standard for Provisional Registration	The Standard for Full Registration
2.1.1 Have knowledge and understanding of the nature of the curriculum and its development	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ develop an understanding of the principles of curriculum design and the contexts for learning;	❖ have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place;
❖ know about and understand the processes of change and development in the curriculum;	❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum;
❖ develop an awareness of connections with other curricular areas, stages and sectors.	❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.
2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;	❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance;
❖ understand how to match the level of curricular areas to the needs of all learners;	❖ know how to match and apply the level of the curricular areas to the needs of all learners;

- understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners;

- know how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.

- know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners;

- know how to work collaboratively with colleagues to facilitate interdisciplinary learning;

- know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.

2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes

Professional Actions

Student teachers:

- know how to plan for effective teaching and learning across different contexts and experiences;

- know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners.

Professional Actions

Registered teachers:

- know how to plan systematically for effective teaching and learning across different contexts and experiences;

- have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners;

- understand their role as leaders of curriculum development.

2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning

Professional Actions

Student teachers:

- know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners' expectations of themselves;

Professional Actions

Registered teachers:

- know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves;

- ❖ know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;

- ❖ have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning;

- ❖ know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance;

- ❖ know and understand the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and select the most appropriate methods to meet all learners' needs;

- ❖ have knowledge and understanding of current educational priorities such as learning for sustainability.

2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting

Professional Actions

Student teachers:

- ❖ know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning;

- ❖ know and understand how to use the principles of assessment, record assessments appropriately, use assessment information to review progress, inform teaching and learning, identify next steps and produce clear, informed and sensitive reports.

- ❖ have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;

- ❖ have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning;

- ❖ have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance;

- ❖ have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs;

- ❖ have secure knowledge of current educational priorities such as learning for sustainability.

Professional Actions

Registered teachers:

- ❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process;

- ❖ have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports;

- ❖ have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;

❖ have extensive knowledge and a secure understanding of the major awarding and accrediting bodies.

2.2 Education Systems and Professional Responsibilities

The Standard for Provisional Registration	The Standard for Full Registration
2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ develop an understanding of the principal influences on Scottish education and develop awareness of international systems;	❖ have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning;
❖ develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;	❖ have an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;
❖ develop an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners.	❖ have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities.

2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ develop an understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice;	❖ have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice;
❖ have a working knowledge of the teacher's contractual, pastoral and legal responsibilities;	❖ have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers;
❖ have an awareness of and respect for a school's distinctive ethos;	❖ understand the importance of making a commitment to the distinctive ethos in all areas of the learning community;
❖ have an understanding of the roles and responsibilities of all staff within the learning community.	❖ have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations.

2.3 Pedagogical Theories and Practice

The Standard for Provisional Registration	The Standard for Full Registration
2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ have knowledge and understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take account of all learners' needs;	❖ have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs;
❖ have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning;	❖ have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning;
❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected.	❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.
2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ know how to access and apply relevant findings from educational research;	❖ know how to access and apply relevant findings from educational research;
❖ know how to engage appropriately in the systematic investigation of practice.	❖ know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning.

3 Professional Skills and Abilities

3.1 Teaching and Learning

The Standard for Provisional Registration	The Standard for Full Registration
3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.	❖ plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.
3.1.2 Communicate effectively and interact productively with learners, individually and collectively	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ model appropriate levels of literacy and numeracy in their own professional practice;	❖ model appropriate levels of literacy and numeracy in their own professional practice;
❖ use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners;	❖ use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners;
❖ communicate appropriately with all learners, and promote competence and confidence in literacy;	❖ communicate appropriately with all learners, and promote competence and confidence in literacy;
❖ demonstrate effective questioning strategies;	❖ demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;

- ❖ communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners;

- ❖ stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional;

- ❖ reflect on the impact of their personal method of communication on learners and others in the classroom.

3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners

Professional Actions

Student teachers:

- ❖ demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes;

- ❖ demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities;

- ❖ demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners.

- ❖ communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners;

- ❖ create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional;

- ❖ reflect on the impact of their personal method of communication on learners and others in the learning community.

Professional Actions

Registered teachers:

- ❖ consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes;

- ❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities;

- ❖ justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners;

- ❖ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.

3.1.4 Have high expectations of all learners

Professional Actions

Student teachers:

❖ develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately;

❖ demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs.

Professional Actions

Registered teachers:

❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge;

❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required;

❖ show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.

3.1.5 Work effectively in partnership in order to promote learning and wellbeing

Professional Actions

Student teachers:

❖ ensure learners contribute to planning and enhancement of their own learning programmes;

❖ demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing.

Professional Actions

Registered teachers:

❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school;

❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.

3.2 Classroom Organisation and Management

The Standard for Provisional Registration	The Standard for Full Registration
3.2.1 Create a safe, caring and purposeful learning environment	
Professional Actions Student teachers: ❖ plan and provide a safe, well organised learning environment, including effective use of display; ❖ make appropriate use of available space to accommodate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ organise and manage classroom resources and digital technologies to support teaching and learning; ❖ know about and be able to apply health and safety regulations as appropriate to their role.	**Professional Actions** Registered teachers: ❖ ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated; ❖ plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; ❖ know about and apply appropriately health and safety regulations as an integral part of professional practice.
3.2.2 Develop positive relationships and positive behaviour strategies	
Professional Actions Student teachers: ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate knowledge and understanding of wellbeing indicators;	**Professional Actions** Registered teachers: ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate a secure knowledge and understanding of the wellbeing indicators;

The Standard for Provisional Registration	The Standard for Full Registration
❖ show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success;	❖ show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success;
❖ apply the school's positive behaviour policy, including strategies for understanding and preventing bullying;	❖ implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner;
❖ know how and when to seek the advice of colleagues in managing behaviour;	❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour;
❖ demonstrate the ability to justify the approach taken in managing behaviour.	❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them;
	❖ recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.

3.3 Pupil Assessment

The Standard for Provisional Registration	The Standard for Full Registration
3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;	❖ systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;
❖ enable all learners to engage in self-evaluation and peer assessment to benefit learning;	❖ enable all learners to engage in self evaluation and peer assessment to benefit learning;

❖ record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies;

❖ use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets;

❖ produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way.

❖ record assessment information to enhance teaching and learning;

❖ use the results of assessment to identify strengths and development needs which lead to further learning opportunities.

3.4 Professional Reflection and Communication

The Standard for Provisional Registration	The Standard for Registration
3.4.1 Read and critically engage with professional literature, educational research and policy	
Professional Actions	**Professional Actions**
Student teachers:	Registered teachers:
❖ read and analyse a range of appropriate educational and research literature;	❖ read, analyse and critically evaluate a range of appropriate educational and research literature;
❖ use what they have learned from reading and research to challenge and inform practice.	❖ systematically engage with research and literature to challenge and inform professional practice.

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

Professional Actions	Professional Actions
Student teachers:	Registered teachers:
❖ reflect and engage in self evaluation using the relevant professional standard;	❖ reflect and engage in self evaluation using the relevant professional standard;
❖ adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;	❖ demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue;
❖ evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;	❖ evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning;
❖ engage where possible in the processes of curriculum development, improvement planning and professional review and development;	❖ demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development;
❖ work collaboratively to share their professional learning and development with colleagues;	❖ work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning;
❖ maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.	❖ maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.

GTC Scotland aims to promote equality and diversity in all its activities

GTC Scotland

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Registration department:
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Item 12

To: **Education and Children Policy Board**

On: **20 August 2015**

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

Heading: **Membership of European Social Network**

1. **Summary**

1.1 The social work service became a member of the European Social Network in 2014, following approval by the social work, health and wellbeing policy board in November 2013. Membership has supported social care staff to benchmark and learn from the experience of other organisations, in order to ensure that social care services continue to modernise and improve to meet the evolving needs of local people. It has also allowed the work being progressed in Renfrewshire to develop social care services to be showcased on an international stage.

1.2 Renfrewshire Council has undertaken a significant programme of improvement across social work services in recent years, in order to ensure that the services and supports which are available to local people help them to achieve the best possible outcomes. Many of these developments, particularly in children's services through initiatives such as regional childcare commissioning and Achieving Step Change, have been sector leading and are being replicated in other areas of the country.

1.3 The ability to benchmark and learn from other organisations is an important element of the work being undertaken to develop and implement new arrangements for children's services in Renfrewshire, as well as to develop integrated working arrangements for adult social care and health services through a health and social care service.

1.4   The director of children's services, in his role as chief social work officer, has professional oversight for social care staff employed by the Council across the various client groups. Annual membership has therefore been reviewed by the director of children's services/chief social work officer, and it is proposed that Renfrewshire Council retains membership of the European Social Network at this time at an annual cost of £750. Social care staff working across children's, criminal justice and adult services will continue to benefit from this membership

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2.   Recommendation

2.1   It is recommended that the education and children policy board approves annual membership of the European Social Network at an annual cost of £750, subject to annual review by the director of children's services.

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3.   Background

3.1   Social care staff have worked very hard in recent years to improve and modernise the services and supports that are available in local communities in order to address a range of demographic and financial pressures. In terms of children's services, these relate to increasing numbers of children requiring care and protection due to the significant issue of parental alcohol or substance misuse. In addition, increasing numbers of adults are living longer with more complex conditions, at a time when services are aiming to support people to live as independently as possible within their own homes and services. Officers from the social work service worked with partners in the public, private and voluntary sector to develop a range of early intervention and preventative services which better meet the needs of local people; many of these developments have been sector-leading or have been piloted locally before national implementation.

3.2   It is important that Renfrewshire Council continues to build on this success in order to meet the changing needs of local communities. Membership of the European Social Network would provide officers within this organisation with opportunities to benchmark and to learn from the experiences of other organisations across Europe which provide social care, and in turn could facilitate further opportunities for improvements to local services for the benefit of local residents.

3.3   The European Social Network (ESN) operates as an independent network for local public social services in Europe, with the key aim of bringing people together who design, manage and deliver social services in public authorities across Europe. The network supports the development of effective social policy and social care practice through the exchange of knowledge and expertise.

3.4 The ESN was founded in 1998 by the associations of social care directors of Denmark, Iceland, Sweden, France, Netherlands, Germany, Belgium and the UK, with member organisations also extending to universities, funding and regulatory bodies and research and development organisations which work closely with public authorities on the development of social services. In Scotland members include the Care Inspectorate, Perth and Kinross Council, the Scottish Government and Social Work Scotland Ltd.

3.5 The annual cost of membership for the European Social Network is £750, which facilitates access a range of learning events and workshops. Over the past twelve months senior officers from the social work service have participated in a number of activities via the ESN. These events included participation at a social planning event in November 2014 and delivering a workshop on permanency planning at the annual ESN conference in July 2015 in partnership with the Centre for Excellence for Looked after Children (CELSIS). These events are funded by the ESN and allow the council to learn from best practice in other European countries and share our own best practice with other members in a mutual learning environment.

3.6 The director of children's services is a member of the ESN Semester Group which operates to ensure that best practice is developed and shared across the European Union. The ESN doesn't only focus on social work issues but has a wide focus on the provision of people services including education and early years issues. As a consequence it is considered that continued membership of the ESN will contribute in a positive manner to the ongoing development of the services for children and adults in Renfrewshire.

3.7 The ESN are currently pursuing European funding to support service users in attending its annual conference. This would be a welcome initiative and one which we should support as part of our commitment to service user participation and involvement in service design.

3.8 Following review, it is considered that the membership of the European Social Network remains best value and has supported the professional development of social care staff in Renfrewshire at minimal cost. It is recommended that annual membership of this organisation is retained, and that this is reviewed on a regular basis by the director of children's services in terms of best value.

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Implications of the Report

1. **Financial** - Annual membership of the European Social Network would incur a cost to Children's Services of £750, which would be met from existing resources.

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

3. **Community Planning –** None.

4. **Legal** - None.

5. **Property/Assets** – None.

6. **Information Technology** – None.

7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.

8. **Health & Safety** – None.

9. **Procurement** – None.

10. **Risk** - None.

11. **Privacy Impact** - None

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List of Background Papers

(a)   **None**

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Lisa McIntyre, principal officer, planning and performance , tel 0141 618 6807.

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Children's Services
JT/LMcA
7 August 2015

**Author: Laura McIntyre, Principal Officer, Planning and Performance
Telephone:– 0141 618 6807**

Renfrewshire Council

Item 13

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To: **Education & Children Policy Board**

On: **20 August, 2015**

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Report by: **Director of Finance & Resources**

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Heading: **Town Twinning Visit – Fürth - October 2015**

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1.   **Summary**

1.1   A letter was received from Dr Thomas Jung, the Oberbürgermeister of the Council's twin town of Fürth in Germany in thanks for the exchange placement which took place from Fürth to Renfrewshire Council in 2014. The letter also extends an invitation to the Provost and a small delegation from Renfrewshire to visit Fürth, between 8th – 13th October 2015, to further strengthen the town twinning links.

1.2   After discussion with the Provost and the Director of Children's Services, the Board is asked to approve a delegation comprising the Provost, Convener of the Education & Children Policy Board and two senior Education Officers to visit Fürth to study their educational practices, in particular the steps being taken to tackle the adverse impact that living in poverty can have on educational attainment.   The travel costs estimated at £3,000 would be met from the current International Links budget.

2.   **Recommendation**

2.1   That the Board approves the travel arrangements in respect of the Fürth educational visit and that the Director of Finance & Resources be authorised to make the necessary arrangements in consultation with the Provost.

3.   **Background**

3.1   The Council has maintained formal twinning links with Fürth in Germany which have involved exchange visits by delegations of members/officers from the respective councils. There is a long history of links with Fürth including not only formal civic exchange visits but also school exchange visits, employment schemes for young people and exchange visits involving local groups independent of the Council.

3.2   In 2014 an officer from Fürth as part of her studies took part in a period of work experience in Renfrewshire Council when she was involved in, among other things, the Commission for Tackling Poverty, the election team and information governance.

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Implications of the Report

1.   **Financial –** Costs can be met from the current budget.

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

3.   **Community Planning –** None

4.   **Legal** - none.

5.   **Property/Assets -** none.

6.   **Information Technology –** none

7.   **Equality & Human Rights**

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

8.   **Health & Safety –** none

9.   **Procurement –** none

10.   **Risk –** none

11.   **Privacy Impact -** none.

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List of Background Papers
   (a) Background Paper 1 – letter dated 17th December 2014

The foregoing background papers will be retained within Finance & Resources for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Donna Gallagher, Member Services Officer (Telephone – 0141 618 6794, e-mail – donna.gallagher-pt@renfrewshire.gov.uk

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