

## Notice of Meeting and Agenda Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 17 March 2022	13:00	Microsoft Teams Meeting,

MARK CONAGHAN  
Head of Corporate Governance

### Membership

Ms Mary Jane Bird: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Karen Devine-Kennedy: Councillor Audrey Doig: Councillor Edward Grady: Councillor Neill Graham: Councillor Jim Harte: Councillor John Hood: Councillor Lisa-Marie Hughes: Councillor Scott Kerr: Councillor John McNaughtan: Councillor Will Mylet: Councillor Iain Nicolson: Councillor Emma Rodden: Councillor John Shaw: Councillor Jane Strang:

Councillor Jim Paterson (Convener): Provost Lorraine Cameron (Depute Convener):

### Webcasting of Meeting

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<https://renfrewshire.public-i.tv/core/portal/home>

## 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.

- |          |  |                |
|----------|--|----------------|
| <b>1</b> | <b>Revenue and Capital Budget Monitoring as at 7 January 2022</b>  | <b>3 - 10</b>  |
|          | Joint report by Director of Finance and Resources and Director of Children's Services.                                       |                |
| <b>2</b> | <b>Achievement of a Curriculum for Excellence Level (CfE) Level Return 2021</b>  | <b>11 - 20</b> |
|          | Report by Director of Children's Services.   |                |
| <b>3</b> | <b>Attainment of 2020/21 School Leavers</b>  | <b>21 - 34</b> |
|          | Report by Director of Children's Services.   |                |
| <b>4</b> | <b>Education Scotland visit to Riverbrae School and ELCC</b>   | <b>35 - 42</b> |
|          | Report by Director of Children's Services.   |                |
| <b>5</b> | <b>Supporting the Mental Health and Wellbeing of Children &amp; Young People in Schools &amp; Early Years Establishments</b> | <b>43 - 48</b> |
|          | Report by Director of Children's Services.   |                |
| <b>6</b> | <b>Joint Inspection of Children and Young People at Risk of Harm</b>   | <b>49 - 56</b> |
|          | Report by Director of Children's Services.   |                |
| <b>7</b> | <b>Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2022/23</b>                | <b>57 - 64</b> |
|          | Report by Director of Children's Services.   |                |



**To: Education and Children's Services Policy Board**

**On: 17 March 2022**

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

**Heading: Revenue and Capital Budget Monitoring as at 7 January 2022**

## 1. Summary of Financial Position

- 1.1. The projected Revenue outturn at 31 March 2022 for Children's Services is an overspend of £0.238m (0.1%) against the revised budget for the year.
- 1.2. The projected Capital outturn at 31 March 2022 for Children's Services is breakeven against the revised budget for the year.
- 1.3. This is summarised over the relevant service in the table below and further analysis is provided in the Appendices.
- 1.4. For the financial year 2021/22, the projected outturn position is split into Core (or business as usual) and COVID-19 related variances to help readers understand the impact of the pandemic on service finances.

**Table 1: Revenue**

Division	Revised Annual Budget £000	Projected Outturn Core £000	Projected Outturn COVID-19 £000	Total Projected Outturn £000	Budget Variance £000	Budget Variance %
Children's Services	£219,315	£218,401	£1,152	<b>£219,553</b>	(£238)	(0.1%)

**Table 2: Capital**

Division	Revised Annual Budget £000	Projected Outturn Core £000	Projected Outturn COVID-19 £000	Total Projected Outturn £000	Budget Variance £000	Budget Variance %
Children's Services	£7,985	£7,985	£0	<b>£7,985</b>	£0	0%

## **2. Recommendations**

Members are requested to:

- 2.1. Note the projected Revenue outturn position for Children's Services detailed in Table 1 above, and further note that the forecast position is based on best estimates and confirmed government support at this point in time; forecasts are likely to be subject to fluctuation as the year progresses.
- 2.2. Note projected Capital outturn position for Children's Services detailed in Table 2 above; and
- 2.3. Note the budget adjustments detailed in sections 4 and 6.

## **3. Children's Services Revenue**

- 3.1. The Revenue Budget Monitoring report at Appendix 1 identifies a projected annual overspend of £0.238m (0.1% of total budget). Detailed division service reports can be found in Appendix 2, along with an explanation of each significant projected variance.
- 3.2. The projected outturn is based on available information and assumptions made by service budget holders as at early January 2022. These assumptions will be refined during the year as more information becomes available. The projected outturn and projected Covid related spend are net of education-specific Covid resource either carried forward from 2020/21 or additional allocations in year of £3.3m; and net of general Covid resource of £1.2m which is underpinning care-related spend.
- 3.3. The main reasons for the projected outturn position are indicated below the tables showing the objective analysis (which division is spending the budget).

## **4. Revenue Budget Adjustments**

- 4.1. Members are requested to note from Appendix 1 that budget adjustments totalling £0.024m have been processed since the last report. These relate to a number of transfers to other services for miscellaneous property repairs, kitchen equipment and disclosure costs, which have been offset by transfers from other services for Families First and Unaccompanied Asylum Seeking Children.

## **5. Children's Services Capital**

- 5.1. The Capital Investment Programme 2021/22 to 2025/26 was approved by the Council on 4<sup>th</sup> March 2021.
- 5.2. The Capital Monitoring report at Appendix 3 indicates changes totalling £0.587m in the approved capital programme for Education and Children's Services. This largely relates to budget carried forward to 2022-23 from 2021-22 for Other School Investment programmes

5.3. Further detail, including reasons for significant variances, can be found at Appendix 3.

## 6. Capital Budget Adjustments

6.1. There have been budget changes totalling £0.587m since the last report:

Budget carried forward from 2021-22 to 2022-23 (£0.587m):

- Primary School Estate Programme (£0.100m) for timing of outstanding work to be completed;
- Other Schools Investment Programmes (£0.487m):
  - To reflect timing of toilet upgrade projects including Trinity High School and Auchenlodment Primary School.

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## Implications of this report

1. **Financial** – The projected budget outturn position for Children’s Services’ Revenue budget is an overspend of £0.238m. Income and expenditure will continue to be monitored closely for the rest of the financial year and, where necessary, steps will be taken to mitigate any overspend including applying flexibility within specific grant funding as permitted by the Scottish Government.

The projected outturn position for Children’s Services’ Capital budget is breakeven. The Capital programme will continue to be monitored closely for the rest of the financial year.

Any changes to current projections in either Revenue or Capital budgets will be reported to the board as early as possible, along with an explanation for the movement.

2. **HR and Organisational Development**  
None directly arising from this report.
3. **Community/Council Planning**  
None directly arising from this report.
4. **Legal**  
None directly arising from this report.
5. **Property/Assets**  
None directly arising from this report.
6. **Information Technology**  
None directly arising from this report.
7. **Equality and 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 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**

None directly arising from this report.

**9. Procurement**

None directly arising from this report.

**10. Risk**

The potential risk that the Council will overspend its approved budgets for the year will be managed at a Council-wide level by the Chief Executive and Directors.

**11. Privacy Impact**

None directly arising from this report.

**12. Cosla Policy Position**

N/a.

**13. Climate Risk**

None directly arising from this report.

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**List of Background Papers: None**

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**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2021/22**  
**1 April 2021 to 7 January 2022**

**POLICY BOARD : EDUCATION & CHILDREN'S SERVICES**

Subjective Summary	Revised Annual Budget at P8	Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID-19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Employees	156,469	234	156,703	154,676	407	155,083	1,620	1.0%	1,243	377
Premises Related	9,075	(13)	9,062	9,986	94	10,080	(1,018)	(11.2%)	(956)	(62)
Transport Related	4,625	30	4,655	5,266	0	5,266	(611)	(13.1%)	(606)	(5)
Supplies and Services	28,573	73	28,646	27,701	210	27,911	735	2.6%	681	55
Third Party Payments	13,924	0	13,924	14,868	433	15,301	(1,377)	(9.9%)	(1,213)	(163)
Transfer Payments	14,781	(299)	14,482	14,761	8	14,769	(287)	(2.0%)	(198)	(89)
Support Services	201	2	203	240	0	240	(37)	(18.1%)	(37)	0
Depreciation and Impairment Losses	0	0	0			0	0	0.0%	0	0
<b>GROSS EXPENDITURE</b>	<b>227,648</b>	<b>27</b>	<b>227,675</b>	<b>227,498</b>	<b>1,152</b>	<b>228,650</b>	<b>(975)</b>	<b>(0.4%)</b>	<b>(1,086)</b>	<b>111</b>
Income	(8,310)	(50)	(8,360)	(9,097)	0	(9,097)	737	8.8%	648	89
<b>NET EXPENDITURE</b>	<b>219,338</b>	<b>(23)</b>	<b>219,315</b>	<b>218,401</b>	<b>1,152</b>	<b>219,553</b>	<b>(238)</b>	<b>(0.1%)</b>	<b>(439)</b>	<b>200</b>

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2021/22**  
**1 April 2021 to 7 January 2022**

**POLICY BOARD : EDUCATION & CHILDREN'S SERVICES**

Objective Summary	Revised Annual Budget at P8	Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID-19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Directorate	616	(15)	601	601	0	601	0	0.0%	0	0
Early learning and childcare	34,904	71	34,975	33,802	16	33,818	1,157	3.3%	1,025	132
Primary	54,850	(9)	54,841	54,413	457	54,870	(29)	(0.1%)	43	(72)
Secondary	75,345	5	75,350	75,104	168	75,272	78	0.1%	137	(59)
ASN (Special) Schools	6,327	(2)	6,325	6,263	55	6,318	7	0.1%	(36)	43
Additional support for learning (ASL)	14,801	(3)	14,798	15,067	0	15,067	(269)	(1.8%)	(355)	86
Psychological services	730	0	730	748	0	748	(18)	(2.5%)	(43)	25
Education development	1,722	0	1,722	1,722	0	1,722	0	0.0%	0	0
Attainment Challenge	(1,071)	(54)	(1,125)	(1,125)	0	(1,125)	0	0.0%	0	0
Facilities management	579	(7)	572	685	23	708	(136)	(23.8%)	(131)	(5)
Child care	30,535	(9)	30,526	31,121	433	31,554	(1,028)	(3.4%)	(1,079)	51
<b>NET EXPENDITURE</b>	<b>219,338</b>	<b>(23)</b>	<b>219,315</b>	<b>218,401</b>	<b>1,152</b>	<b>219,553</b>	<b>(238)</b>	<b>(0.1%)</b>	<b>(439)</b>	<b>201</b>

Objective Heading	Key Reasons for Projected Variance
Directorate	No variances to report.
Early Learning and Childcare	Underspend arises within employee costs and supplies & services, offset by overspends in premises costs and transfer payments.
Primary Schools	Overspend arises within premises costs, transport costs and supplies & services, offset by underspend within employee costs.
Secondary Schools	Underspend arises within employee costs and supplies & services, offset by overspends in premises costs and transport costs.
ASN Schools	Underspend arises within employee costs.
Additional Support for Learning	Overspend relates mainly to transport costs.
Psychological Services	Overspend mainly relates to employee costs.
Education Development	No variances to report.
Facilities Management	Overspend relates to employee costs and premises costs.
Children & Families	Overspend mainly relates to employee costs, premises costs and third party payments, offset by increased income.

RENFREWSHIRE COUNCIL  
CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES  
1st April to 7th January 2022  
POLICY BOARD: EDUCATION & CHILDREN'S SERVICES

Project Title	Prior Years Expenditure to 31/03/2021* £000	Current Year 2021-22						Full Programme - All years			
		Approved Budget 2021-22 £000	Budget Adjustments in 2021-22 £000	Revised Budget 2021-22 £000	Projected Outturn 2021-22 £000	Budget Variance (Adverse) or Favourable		Total Approved Budget to 31-Mar-26 £000	Projected Outturn to 31-Mar-26 £000	Budget Variance (Adverse) or Favourable	
<b>EDUCATION &amp; CHILDREN SERVICES</b>											
Early Years 1,140 Hours Expansion	10,938	3,163	710	3,873	3,873	0	0%	14,812	14,812	0	0%
Primary Schools Estate Programme(SEMP)	42,269	362	267	629	629	0	0%	42,998	42,898	100	0%
Schools Estate Programme (SEMP 2020)	144	5,531	(4,781)	750	750	0	0%	51,250	51,250	0	0%
Other Schools Investment Programmes	20,372	3,606	(1,273)	2,333	2,333	0	0%	25,755	25,455	300	1%
Technology Replacement Strategy ICT	0	400	0	400	400	0	0%	2,000	2,000	0	0%
<b>TOTAL EDUCATION &amp; CHILDREN'S SERVICES BOARD</b>	<b>73,723</b>	<b>13,062</b>	<b>(5,077)</b>	<b>7,985</b>	<b>7,985</b>	<b>0</b>	<b>0%</b>	<b>136,815</b>	<b>136,415</b>	<b>400</b>	<b>0%</b>

\*Rolling programmes have a prior year year expenditure of £0 as the expenditure is not directly linked from one year to the next as a singular project.

Objective Heading	Key Reasons for Projected Variance
Early Years 1,140 Hours Expansion	
Primary Schools Estate Programme(SEMP)	Minor underspends relate to St Paul and St Fergus primary investment projects.
Schools Estate Programme (SEMP 2020)	
Other Schools Investment Programmes	Aftger remedial works at Riverbrae School are completed, a £300k underspend is expected
Technology Replacement Strategy ICT	





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**To: Education and Children's Services Policy Board**

**On: 17 March 2022**

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

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**Heading: Achievement of a Curriculum for Excellence Level (CfE) Level Return 2021**

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## **1. Summary**

- 1.1. Achievement of Curriculum for Excellence level (ACEL) is recorded and collected nationally at individual pupil level, for all pupils in the stages of P1, P4, P7, and S3. This is reported annually to government with a report published in December. Due to the pandemic, this data was not collected for session 2019/20. For session 2020/21, S3 data was not collected nationally and is therefore not included in this report.
  - 1.2. This report summarises Curriculum for Excellence attainment for Primary 1, 4 and 7 in Renfrewshire in 2020/21.
  - 1.3. The 2020-21 report on CFE attainment shows that the Covid 19 pandemic has had a negative impact on attainment, not only in Renfrewshire but across Scotland. It is important to note, however, that Renfrewshire remains above the national average across all stages and curricular areas.
  - 1.4. We are using attainment data to inform and support planning, ensuring that that measures to address the impact of the pandemic on pupil attainment are in place, allocating resource as appropriate.
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## **2. Recommendations**

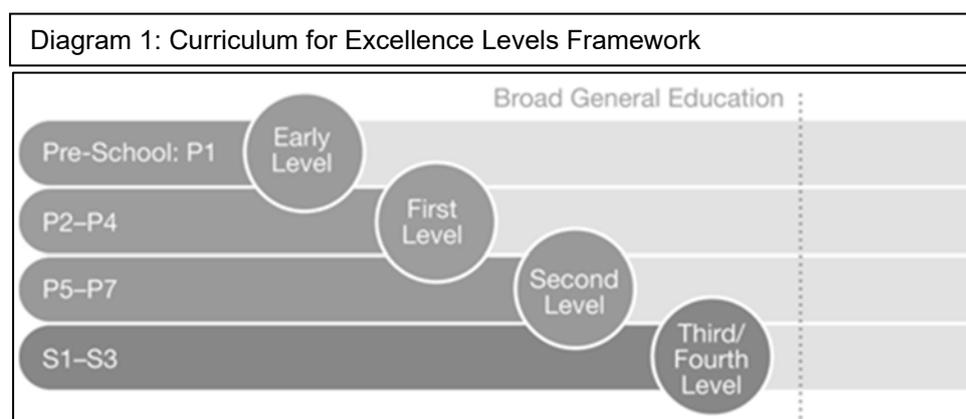
- 2.1. Members of the education and children's policy board are asked to:
  - note the content of this report; and

- note the efforts of the children and young people and the significant commitment of teachers and support staff.

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### 3. Background

- 3.1. The 2021 ACEL data report includes all Primary 1, Primary 4 and Primary 7 pupils. S3 data was not collected nationally due to pressures on secondary schools including implementation of the SQA National Qualifications Alternative Certification Model. The report illustrates performance in the literacy curricular areas (listening & talking, reading, writing) and numeracy. Assessment of the level achieved is based on teacher professional judgements.



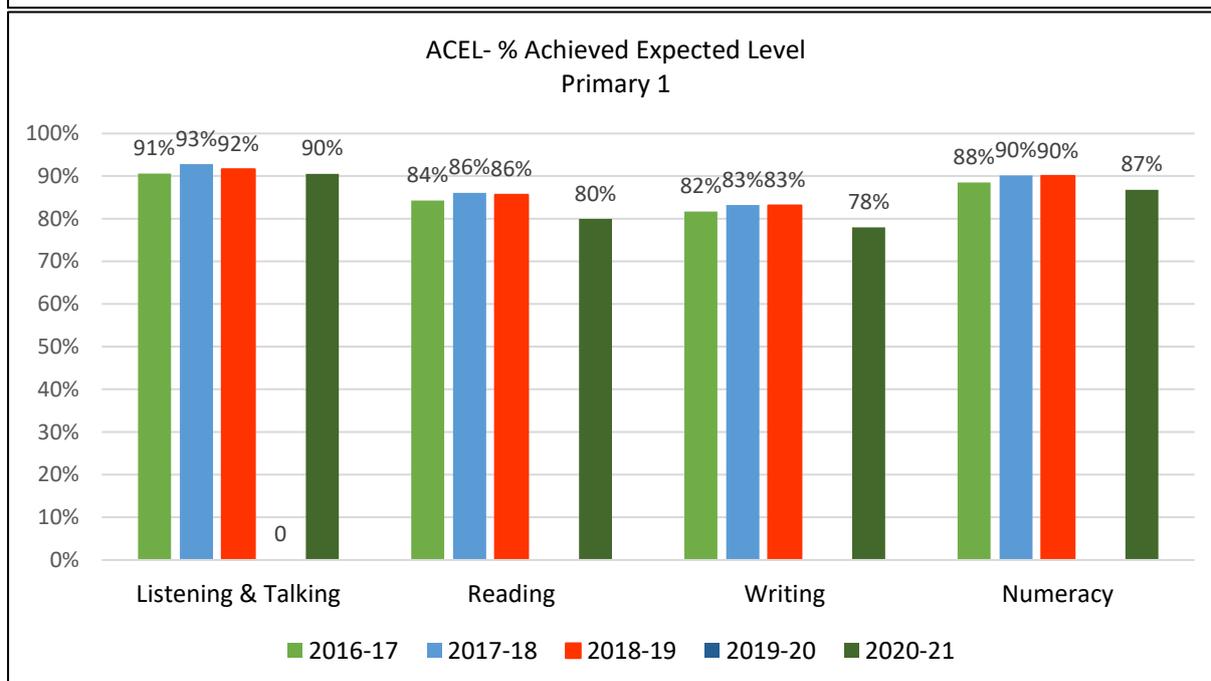
- 3.2. Diagram 1 shows the 4 curriculum levels within broad general education (P1-S3). The ACEL return measures the percentage of pupils that have achieved early level by the end of Primary 1, first level by the end of Primary 4, second level by the end of Primary 7. This reflects the path that most children and young people are expected to follow. However, the framework displayed in diagram 1 is designed to be flexible to permit careful planning for those with additional support needs.
- 3.3. The closure of schools in March 2020 and January 2021 is likely to have had a negative effect on some pupils' progress and attainment with socio-economically deprived children amongst those who may have been most negatively affected. This will be reflected in the 2020-21 figures in this report and should be kept in mind when interpreting these and, in particular, when comparing with figures for 2018-19 and before.

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### 4. Attainment by Stage

- 4.1. The negative impact of the covid-19 pandemic on attainment can be seen across all stages in Renfrewshire and nationally. The graphs below demonstrate this and also show that patterns of attainment remain similar to previous years between stages and curricular areas.

Graph 1: Percentage of Pupils Achieved Early Level by the End of P1



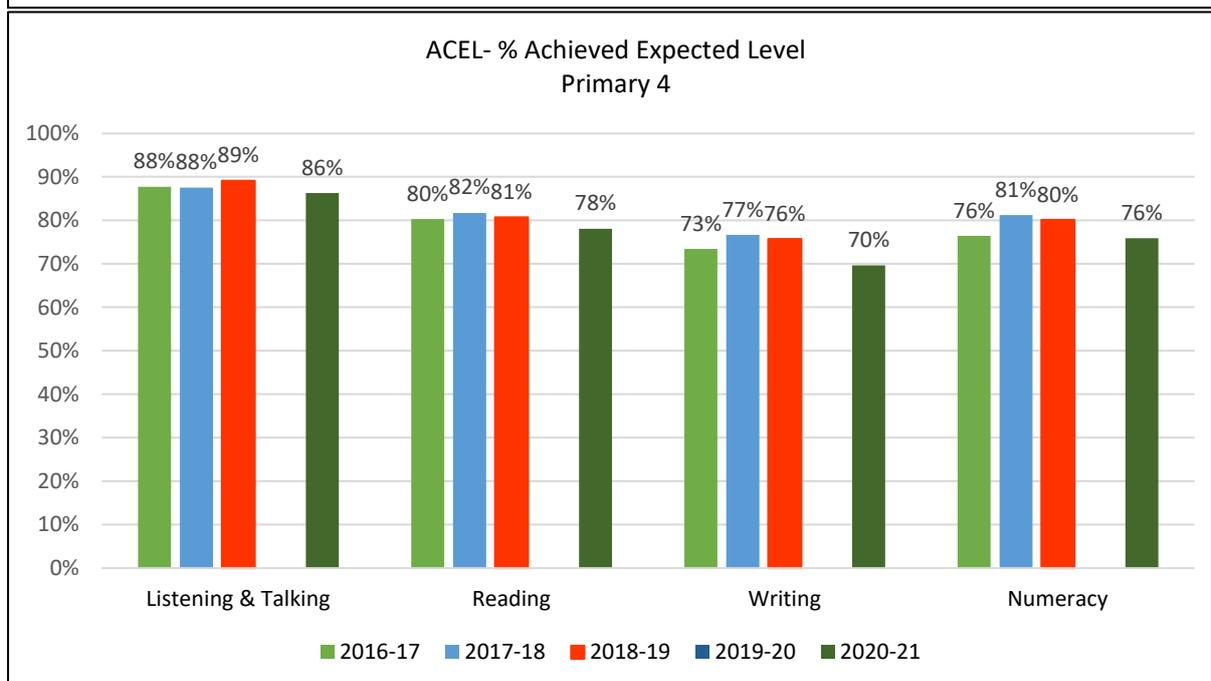
4.2. Graph 1 shows that patterns in primary 1 attainment remains highest in listening and talking, followed by numeracy. Pupils in this stage missed a significant period of time at the end of their early years provision, followed by school closures in their first year of primary. National evidence suggests that pupils in the early stages of primary were more significantly impacted by school closures, particularly those making a transition between sectors. As a result, attainment is lower than previous years across all curricular areas. However, primary 1 attainment continues to be higher than in other primary stages.

Table 1: Percentage of Pupils Achieving Early Level by the end of P1. 2020/21

	<b>Listening &amp; Talking</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
Renfrewshire	90%	80%	78%	87%
National	84%	77%	74%	81%

4.3. Renfrewshire performs above national levels in all curricular areas in Primary 1, as shown in table 1. This is the fourth year that Primary 1 pupils in Renfrewshire have performed above the national figures. The patterns of attainment in P1 are similar to national, with the highest attainment in listening and talking and the lowest in writing. National attainment is also lower than in previous years across all curricular areas.

Graph 2: Percentage of Pupils Achieved First Level by the End of P4

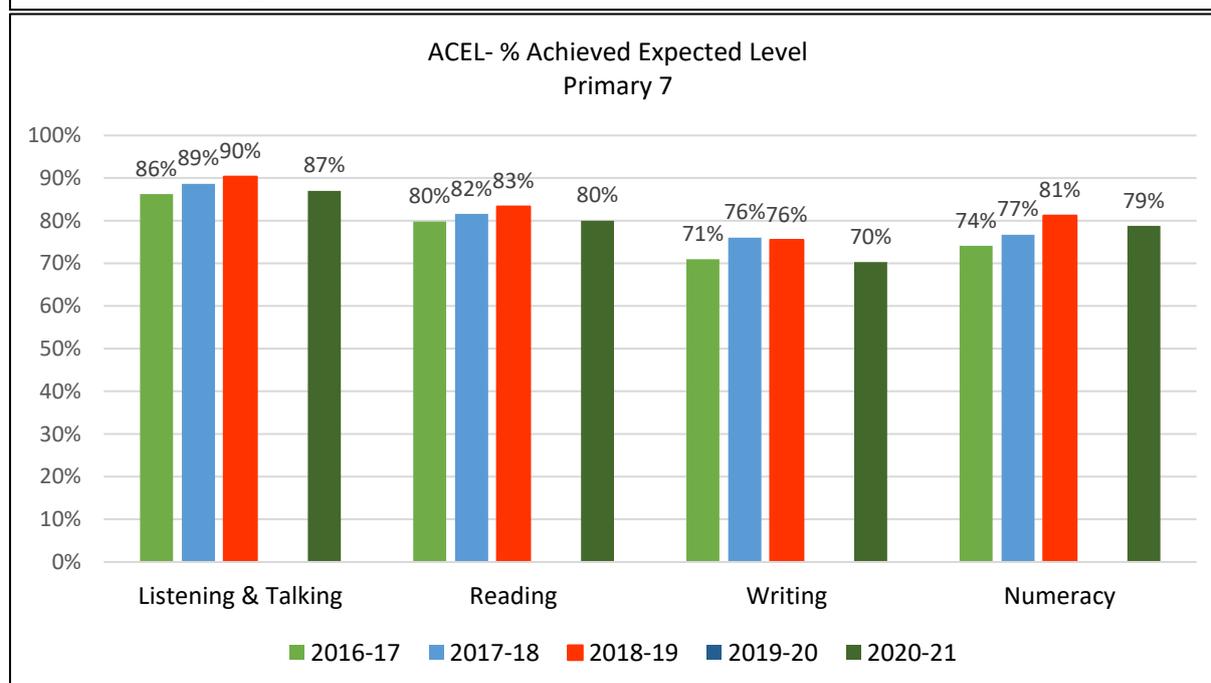


4.4. Graph 2 demonstrates that increasing trends previously seen in P4 attainment, particularly in literacy, have not been sustained in 2020-21. Attainment patterns remain similar, with highest figures in listening and talking followed by reading. Attainment in lowest in writing which has decreased by 6 percentage points since the previous collection.

	<b>Listening &amp; Talking</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
Renfrewshire	86%	78%	70%	76%
National	82%	73%	67%	72%

4.5. Table 2 shows that Renfrewshire performs above national in all curricular areas in 2020-21 despite attainment decreases. Nationally, attainment in Primary 4 and Primary 7 is lower than in Primary 1 which replicates the patterns of attainment in Renfrewshire.

Graph 3: Percentage of Pupils Achieved Second Level by the End of P7



4.6. In Primary 7, attainment is lower than in 2018-19 however in listening & talking, reading and numeracy remains in line with previous years. This may suggest that pupils in P6 and P7 were better able to access home learning during lockdown periods. All curricular areas previously had increased over the previous 3 years and in some curricular areas remain above 2016-17 figures. Patterns of attainment are similar to other stages, with attainment highest in listening and talking and lowest in writing.

	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	87%	80%	70%	79%
National	82%	76%	69%	72%

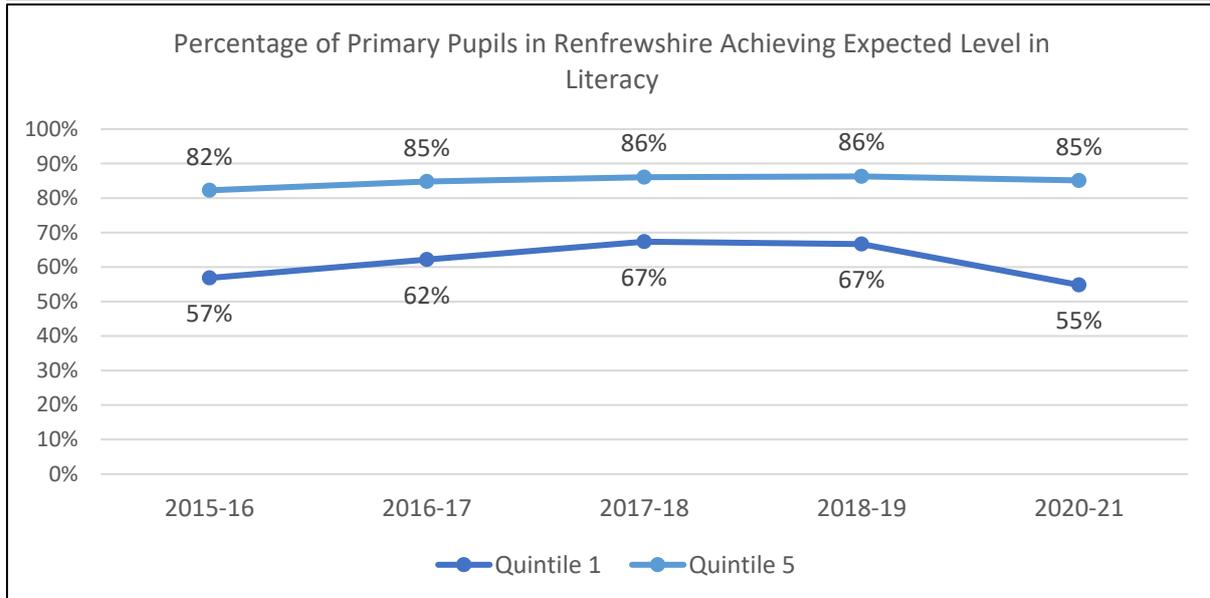
4.7. Table 3 demonstrates that Renfrewshire performs above national across all curricular areas. The largest difference is in numeracy, where Renfrewshire is 7 percentage points above the national figure. The patterns of attainment across the 4 curricular areas are the same as national, with the highest levels of attainment in listening and talking, followed by reading.

## 5. Poverty- Related Attainment Gaps

5.1. The measures below are part of the Scottish Government's National Improvement Framework and measure the poverty related attainment gap by comparing attainment of pupils living the SIMD 20% most deprived areas and SIMD 20% least deprived areas. These are combined measures which provide a high-level picture of changes in the attainment gap over time.

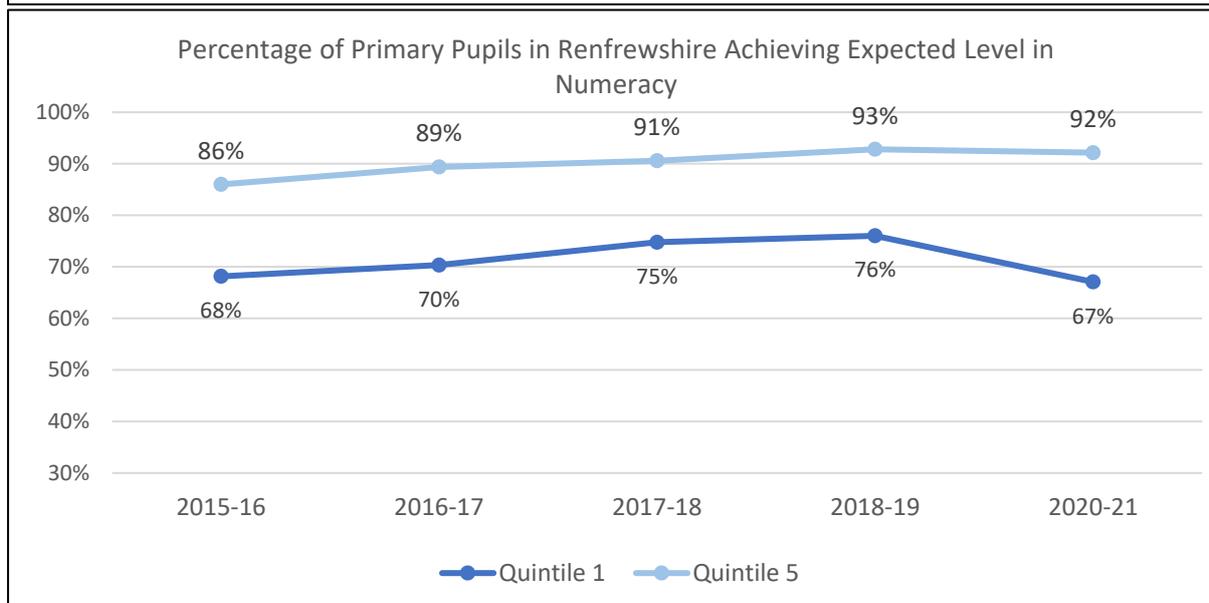
5.2. The data from the 2020-21 indicates that attainment gaps have widened in Renfrewshire and nationally. Scottish Government’s Equity Audit provides some context for this change. It identifies research suggesting that pupils experiencing deprivation spent less time on home learning during school closures, often due to lack of resources, space to work and less parental support. Pupils from socio-economic disadvantaged backgrounds have also been identified as having higher risk of being adversely affected by mental and physical health concerns.

Graph 6: Percentage of Primary Pupils Achieving Expected CfE Level for their Stage in Literacy by SIMD Quintile



5.3. Graph 6 shows that the size of the attainment gap between pupils living in SIMD quintile 1 (20% most deprived areas) and those living in SIMD quintile 5 (20% least deprived areas) has widened in literacy. Attainment in literacy measures whether a pupil has achieved the expected level for their stage across all 3 literacy organisers. Attainment of pupils living in 20% most deprived areas has decreased while those living in 20% least deprived areas remains largely unchanged.

Graph 7: Percentage of Primary Pupils Achieving Expected CfE Level for their Stage in Numeracy by SIMD Quintile



- 5.4. This pattern is replicated in numeracy (as shown in graph 7) where attainment of pupils living in SIMD quintile 5 (20% least deprived areas) remains in line with pre-pandemic levels at 92%. For pupils living in SIMD quintile 1 (20% least deprived areas), attainment has decreased by 9 percentage points to 67%.

Table 4: Percentage of Pupils Achieved Literacy & Numeracy in Primary (P1,P4 & P7) 2020-21

	Literacy		Numeracy	
	Renfrewshire	National	Renfrewshire	National
Quintile 1 (Most Deprived)	55%	56%	67%	65%
Quintile 2	65%	61%	77%	70%
Quintile 3	73%	66%	82%	74%
Quintile 4	77%	73%	88%	80%
Quintile 5 (Least Deprived)	85%	81%	92%	86%
<b>Percentage Point Gap between Quintiles 1 and 5</b>	<b>30pp</b>	<b>25pp</b>	<b>24pp</b>	<b>21pp</b>

- 5.5. Patterns of attainment have been similar nationally with greater decreases in attainment for pupils living in 20% most deprived areas. Table 6 demonstrate that Renfrewshire performs in line with or above national figures across all SIMD quintiles in both literacy and numeracy. The size of the gap between pupils living in quintile 1 and quintile 5 is larger than the national figures. This is due to higher attainment in SIMD quintile 5 in Renfrewshire compared with the national figures.
- 5.6. This evidence highlights the importance of reinforcing and continuing to support the evidence-based approaches put in place as part of the Attainment Challenge. Attainment of pupils living in most deprived areas increased over the previous 4 years due to the impact of this work.

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## **6. Measures to Support Recovery**

- 6.1. We are using attainment data to inform and support planning, ensuring that that measures to address the impact of the pandemic on pupil attainment are in place and the support is in place for the specific needs of all pupils.
- 6.2. In addition to this the Central Education team are working closely with schools to strengthen and add value to the work taking place. Work includes:
- high quality professional learning to staff at all levels, underpinned by evidence-based approaches in literacy, numeracy and health and wellbeing, to enable those staff to support recovery and redress the gap which has widened as a result of the impact of the pandemic.
  - a package of targeted additional bespoke support in literacy, numeracy and parental engagement for schools where attainment has been most negatively impacted by the pandemic. This has included:
    - Literacy and Numeracy development officers delivering bespoke training and support for schools
    - Modelling and coaching officers providing bespoke support in numeracy and mathematics
    - after-school clubs delivered jointly by teachers and colleagues in Renfrewshire leisure with a focus on literacy, numeracy and health and well being
  - Additional teachers were also deployed to primary schools, session 21/22 to support learning and the effects of the pandemic.

### **Conclusion and Next Steps**

- 6.3. The Achievement of a CfE data in 2020-21 has demonstrated that the Covid-19 pandemic has negatively impacted pupil attainment, particularly for those living in most deprived areas. Attainment decreases have been seen across Scotland following two periods of school closures during the 2019-20 and 2020-21 school sessions.
- 6.4. General patterns on attainment themes remain similar to before the pandemic. Attainment in listening and talking remains higher than other curricular areas and P1 attainment continues to outperform other stages.
- 6.5. This evidence has been utilised to inform planning and a range of targeted support is now in place across schools. This includes reinforcement of high-quality professional learning and bespoke support for areas of particular challenge. This support will continue to be evaluated to ensure that it is delivering what our pupils need to thrive and be successful.
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## Implications of this report

**1. Financial**

None.

**2. HR and Organisational Development**

None.

**3. Community Plan/Council Plan Implications**

Children and Young People

- High levels of attainment and achievement provide our children and young people with the best start in life

**4. Legal Implications**

None.

**5. Property/Assets Implications**

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

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

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

**12. COSLA Policy Position**

None.

**13. Climate Risk**

None.

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## List of Background Papers

(a) None

*Children's Services*  
*SQ/FW/KO*  
*16/02/2022*

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**To: Education and Children's Services Policy Board**

**On: 17 March 2022**

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

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**Heading: Attainment of 2020/21 School Leavers**

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## **1. Summary**

- 1.1. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures. This report will provide data and commentary across these measures for the 2020/21 leavers cohort.
  - 1.2. The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. In particular, the cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021, will have affected the attainment of many 2020/21 school leavers. The impacts of these different approaches to certification upon school leaver attainment means that care should be taken when making comparisons over time.
- 

## **2. Recommendations**

- 2.1. Members of the Education and Children's Services Policy Board are asked to note:
    - the content of this report; and
    - the efforts of our young people and the school communities in bringing about these results.
-

### **3. Background**

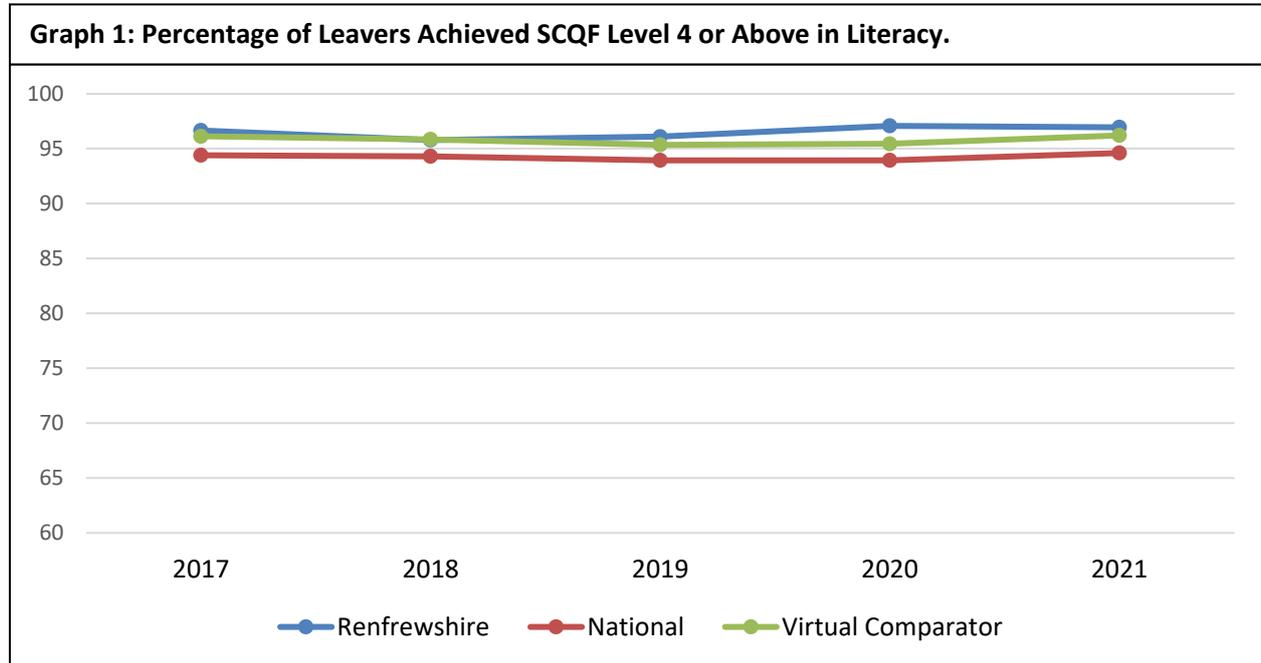
- 3.1. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:
- attainment in literacy and numeracy;
  - improving attainment for all;
  - attainment versus deprivation; and
  - leavers' destinations.
- 3.2. This report will provide data and commentary on the performance of the 2020/21 leavers cohort in these four key measures. A leavers cohort includes all pupils that left school within a year, regardless of the stage they were at when they left school.
- 3.3. The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. In particular, the cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021, will have affected the attainment of many 2020/21 school leavers. It is also likely that the pandemic will have continued to affect the destination choices made by, and opportunities available to, some school leavers in 2020/21.
- 3.4. The impacts of these different approaches to certification upon school leaver attainment means that care should be taken when making comparisons over time. The attainment data provides an accurate reflection of the attainment with which school leavers in Scotland left school; for this reason attainment data for 2020/21, 2019/20 and previous years are presented together.
- 3.5. The INSIGHT tool uses a 'virtual comparator' (VC) to allow authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are gender, stage of leaving, percentage of time spent in mainstream classes, and Scottish Index of Multiple Deprivation (SIMD) decile. INSIGHT also allows us to compare our performance with the national picture.

#### **Attainment in Literacy and Numeracy**

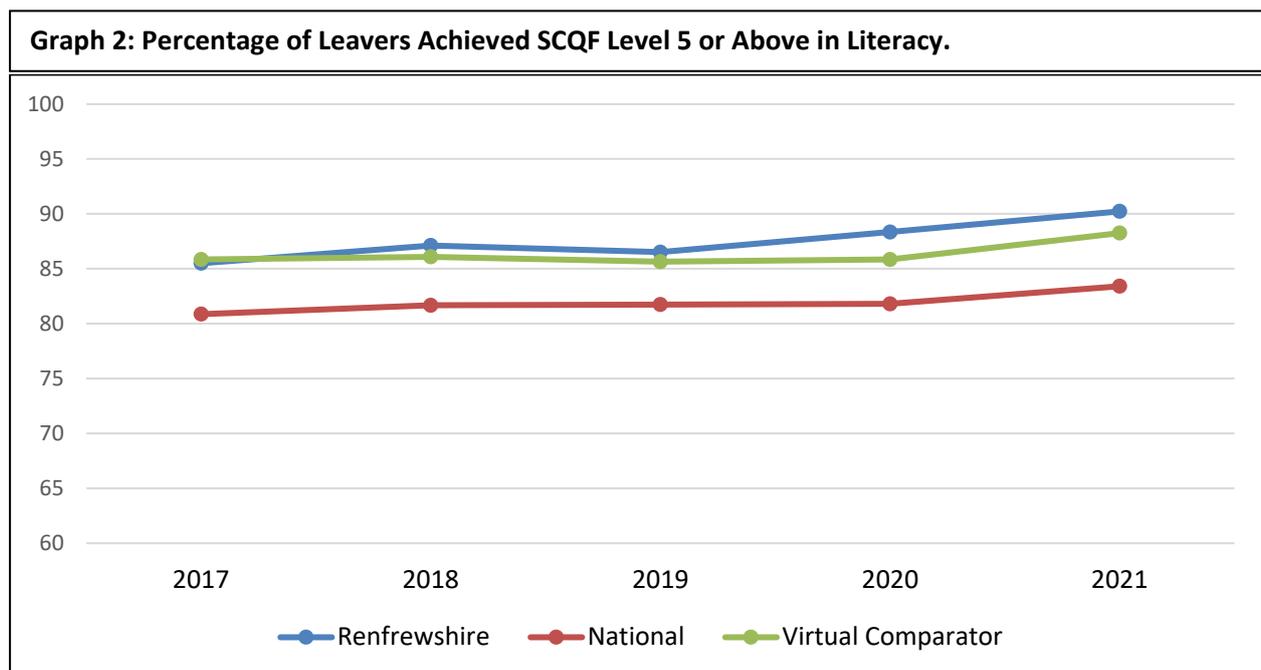
- 3.6. Raising attainment in literacy and numeracy remains a key priority of Renfrewshire Council Children's Services. This is also one of the Scottish Government's key priorities as detailed in its National Improvement Framework.
- 3.7. Attainment in literacy and numeracy includes passes at National 4 and 5 in English and Maths. It also includes passes in some other awards at Scottish Certificate and Qualification Framework (SCQF) levels 4 and 5 which contain certain core elements of literacy and numeracy. The tables which follow provide data on our performance of our school leaver cohort in literacy and numeracy compared to our virtual comparator and national figures.

## Attainment in Literacy

3.8. The graphs that follow show the percentage of leavers achieving SCQF level 4 and SCQF 5 in literacy over 5 years.



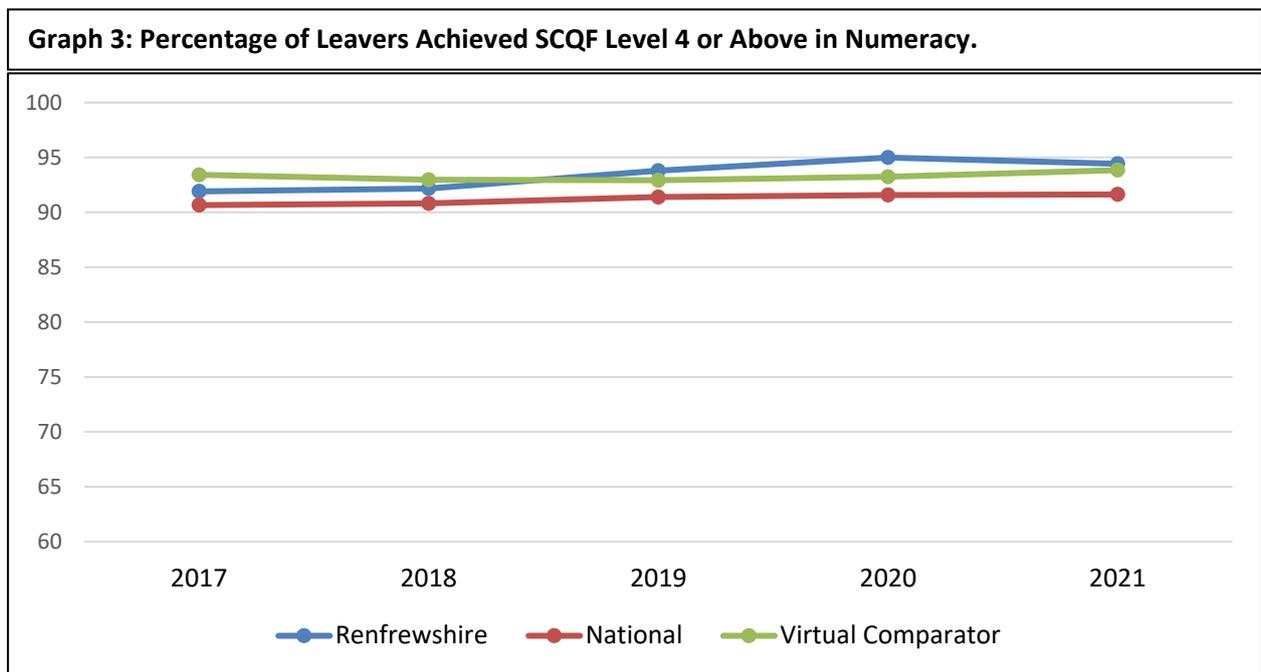
3.9. The percentage of leavers in Renfrewshire achieving literacy at SCQF level 4 or above has remained relatively constant over the past 5 years. Renfrewshire remains marginally ahead of both comparators in this measure. In the 2020/21 leavers cohort 97% of Renfrewshire pupils achieved this literacy at SCQF level 4, compared with 95% nationally and 96% for the virtual comparator.



3.10. Attainment in literacy at SCQF level 5 or above is higher than previous years. Figures remained broadly consistent for the 2016/17 to 2018/29 leavers cohorts who were presented for exam diets. The 2019/20 and 2020/21 leavers cohorts who were impacted by exam cancellations have higher attainment across Renfrewshire and its comparators. However, Renfrewshire is ahead of both comparators over 5 years. In the 2020/21 leavers cohort 90% of Renfrewshire pupils achieved this measure, compared with 83% nationally and 88% for the virtual comparator.

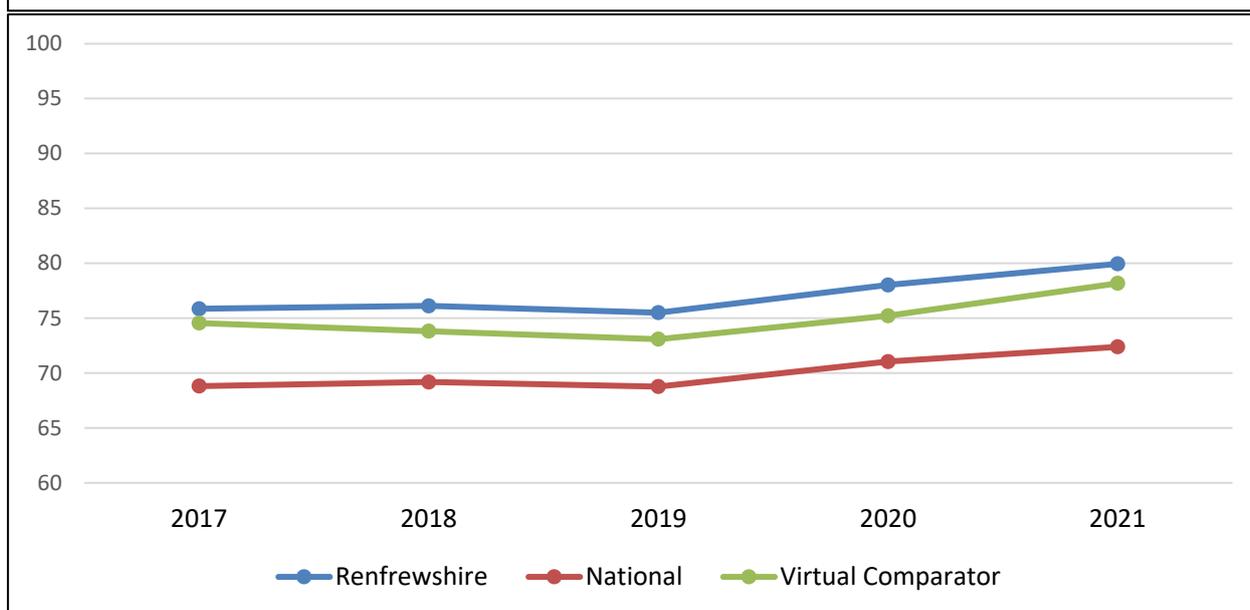
**Attainment in Numeracy**

3.11. The graphs that follow show the percentage of Renfrewshire leavers who have achieved SCQF level 4 and SCQF level 5 in numeracy over 5 years.



3.12. Patterns of attainment in numeracy are similar to literacy, although literacy attainment is higher across both levels. At SCQF level 4, numeracy attainment is broadly consistent over 5 years. There have been some increases in the 2019/20 and 2020/21 leavers cohorts, but these are marginal. Renfrewshire is marginally ahead of national over 5 years and ahead of the virtual comparator over 3 years. In the 2020/21 leavers cohort 94% of Renfrewshire pupils achieved SCQF level 4 numeracy, compared with 92% nationally and 94% for the virtual comparator.

**Graph 4: Percentage of Leavers Achieved SCQF Level 5 or Above in Numeracy.**

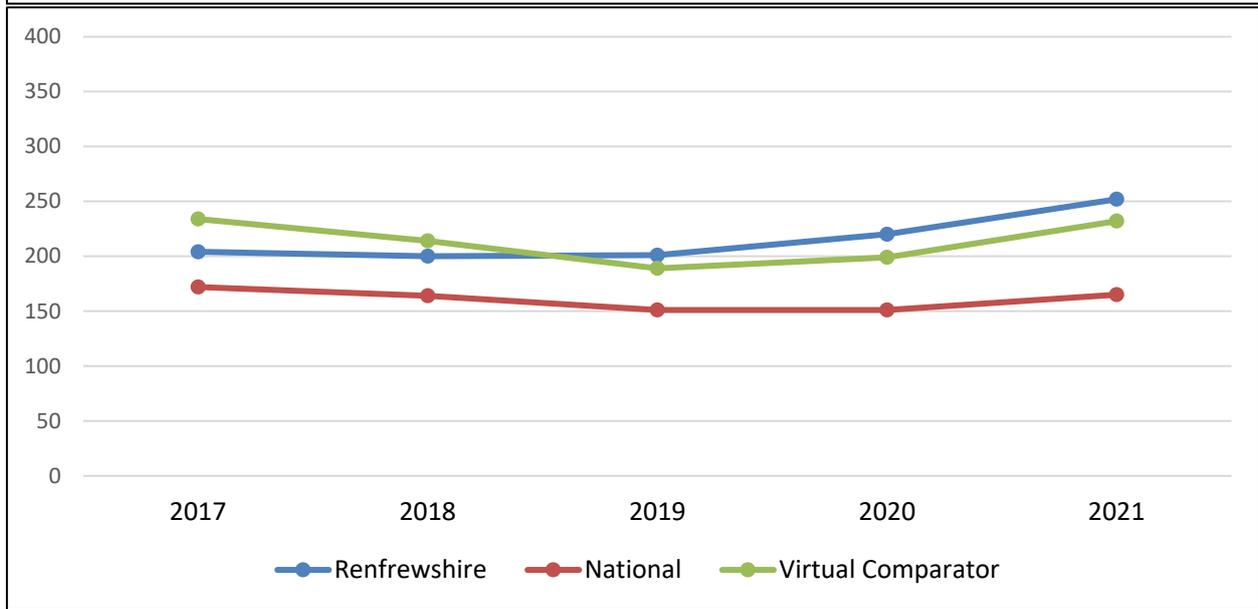


- 3.13. The percentage of Renfrewshire school leavers achieving SCQF Level 5 or above in numeracy remains above both comparators over 5 years. As with the literacy figures, attainment is highest in the 2019/20 and 2020/21 cohorts. In the 2020/21 leavers cohort 80% of Renfrewshire pupils achieved this measure, compared with 72% nationally and 78% for the virtual comparator.

### **Improving Attainment for All**

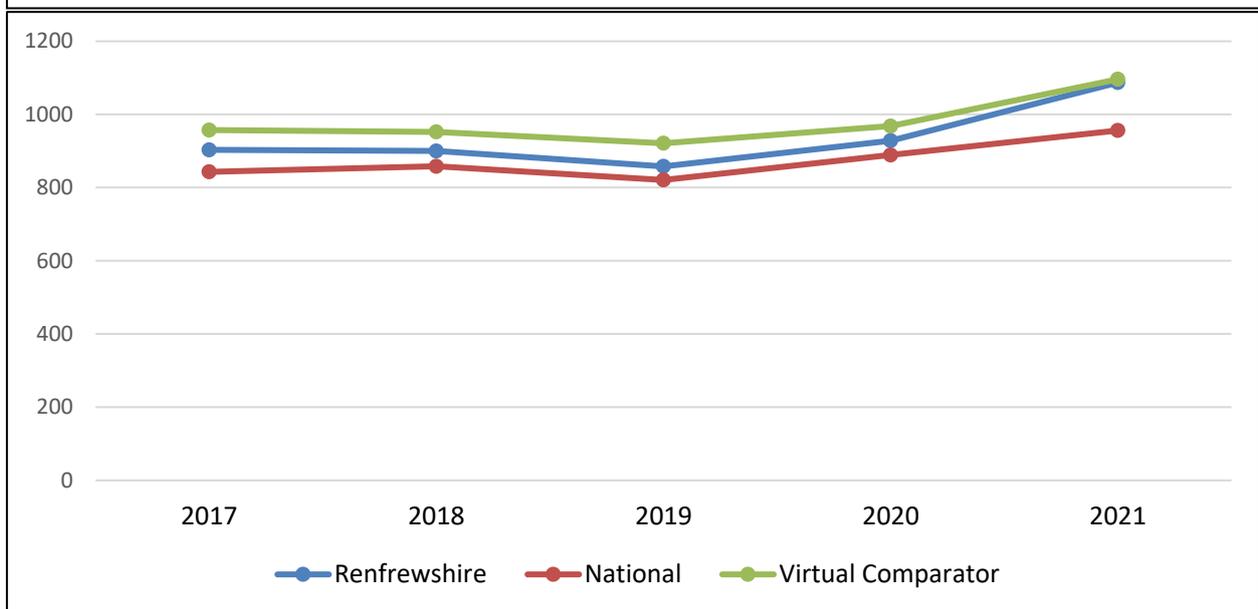
- 3.14. Each qualification on the Scottish Certificate and Qualifications Framework (SCQF) is attributed a number of tariff points. The higher the level of qualification, the more tariff points are attributed. On leaving school, pupils will have a total tariff score which incorporates their latest and best achievements in the senior phase.
- 3.15. Within this measure, INSIGHT breaks the data down into three groups of leavers: the lowest attaining 20%, the middle attaining 60% and the highest attaining 20%. It then calculates the average total tariff points for each of these groups and compares their attainment with the virtual comparator and the national figure. Graphs demonstrating trends in each of these groups are shown below.

**Graph 5: Average Total Tariff of Lowest 20% Attainment Cohort**

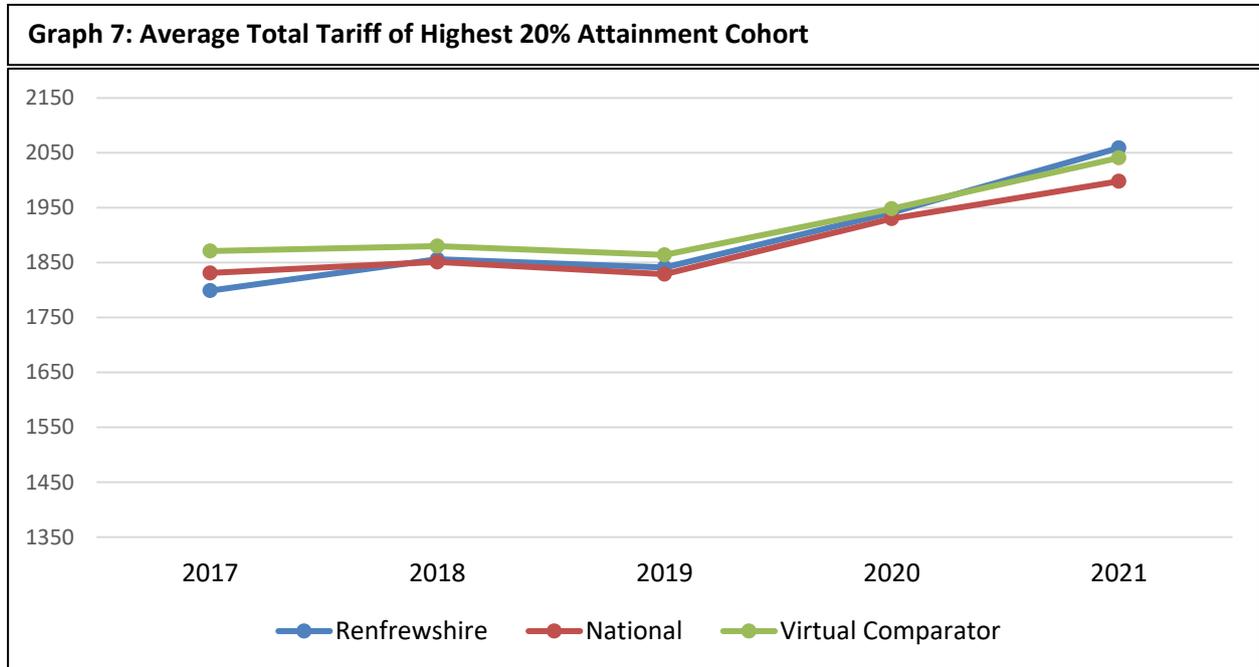


3.16. The average total tariff of the lowest attaining 20% of leavers in Renfrewshire is above the national figure over 5 years, and ahead of the virtual comparator over 3. Renfrewshire attainment is higher than previous years but both comparators remain in line with the 2016/17 cohort. In the 2020/21 leavers cohort, the average total tariff in Renfrewshire was 252. This compares to 165 nationally and 232 for the virtual comparator.

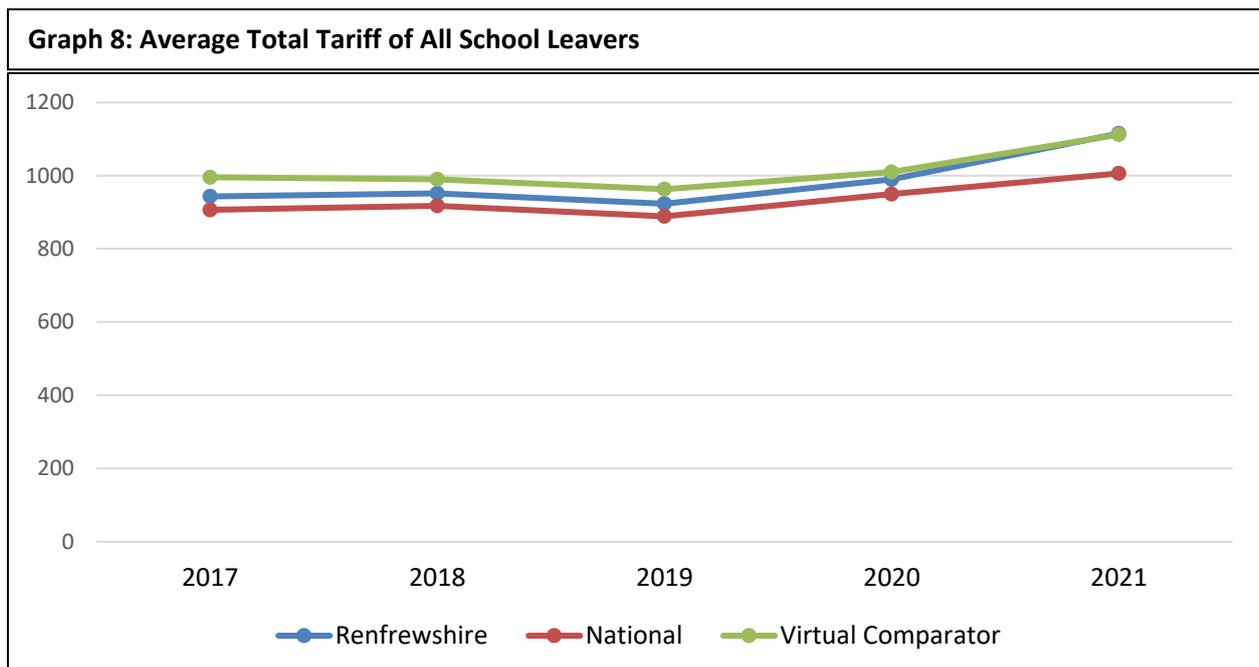
**Graph 6: Average Total Tariff of Middle 60% Attainment Cohort**



3.17. The performance of the middle 60% attainment cohort is higher than previous years across Renfrewshire and both comparators. Renfrewshire remains closely in line with the virtual comparator and ahead of the national figure. In the 2020/21 leavers cohort, the average total tariff in Renfrewshire was 1087. This compares to 956 nationally and 1096 for the virtual comparator.



3.18. The average total tariff of school leavers in the highest 20% attainment cohort within the 2019/20 and 2020/21 leavers cohorts is higher than in previous years. Renfrewshire is marginally ahead of the virtual comparator and national figures. In the 2020/21 leavers cohort, the average total tariff in Renfrewshire was 2059. This compares to 1998 nationally and 2041 for the virtual comparator.

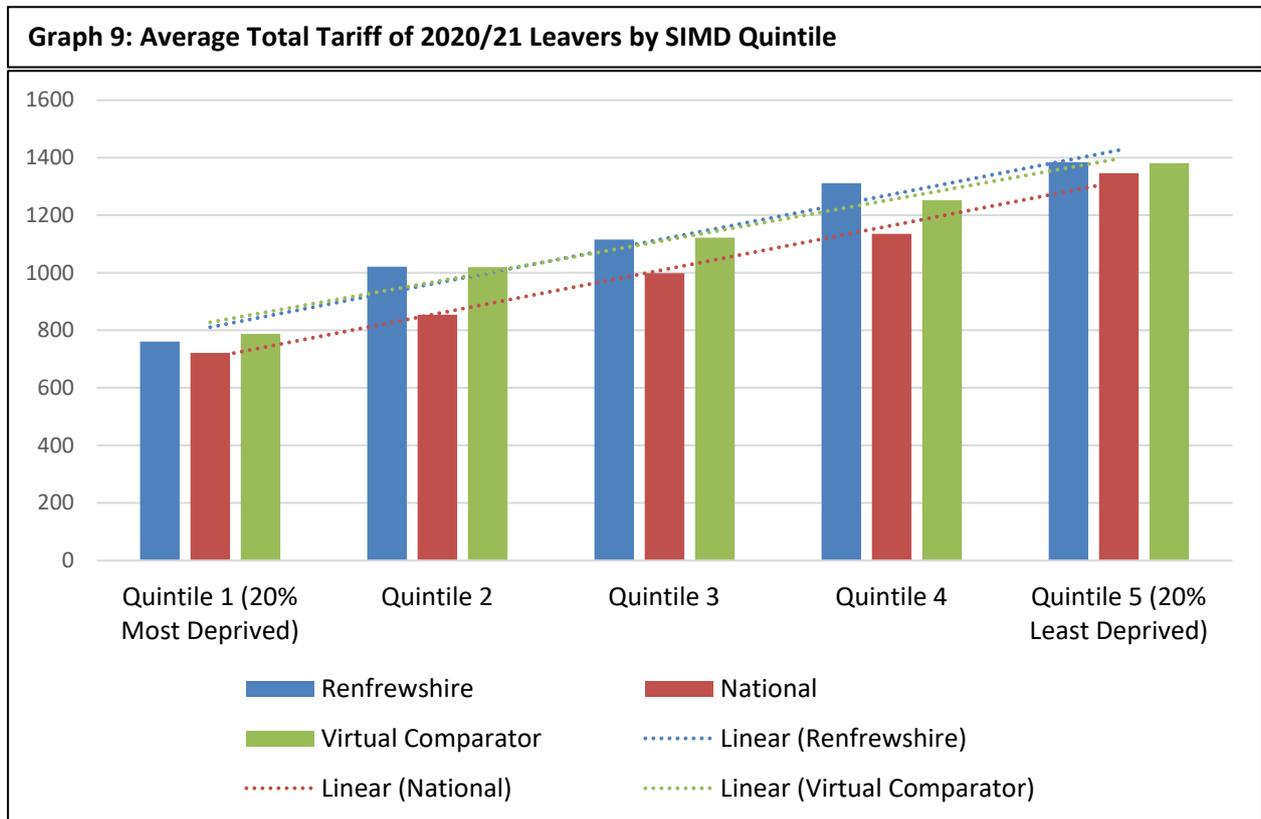


3.19. The average total tariff of all leavers, regardless of attainment cohort, in 2020/21 was 1115. This brings Renfrewshire in line with the virtual comparator for the first time. Renfrewshire remains ahead of the national figure, although the increase in the 2020/21 cohort has increased this gap.

**Attainment Versus Deprivation**

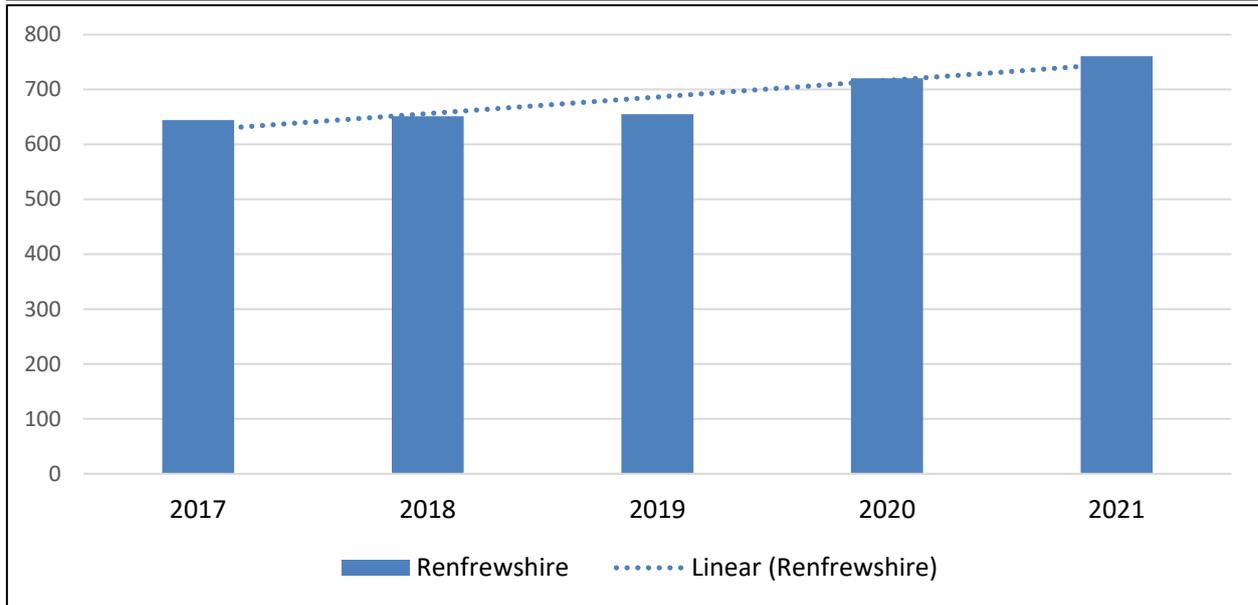
3.20. Closing the poverty related attainment gap is an overarching priority of Children’s Services. Schools in all sectors are getting increasingly better at identifying their most vulnerable pupils and using strategies to try and mitigate the impact of poverty on their attainment. The Scottish Government measures progress towards closing the poverty related attainment gap using the Scottish Index of Multiple Deprivation (SIMD) quintiles. SIMD quintiles represent the 20% most deprived areas to the 20% least deprived areas.

3.21. The following chart shows the average total tariff points by SIMD quintiles for Renfrewshire and its comparators.



3.22. In the 2020/21 leavers cohort, Renfrewshire’s average total tariff is ahead of national in all quintiles and marginally behind the virtual comparator in quintiles 1 and 3. The trend across the 5 quintiles is similar between Renfrewshire and its comparators, although the national trend demonstrates lower attainment overall.

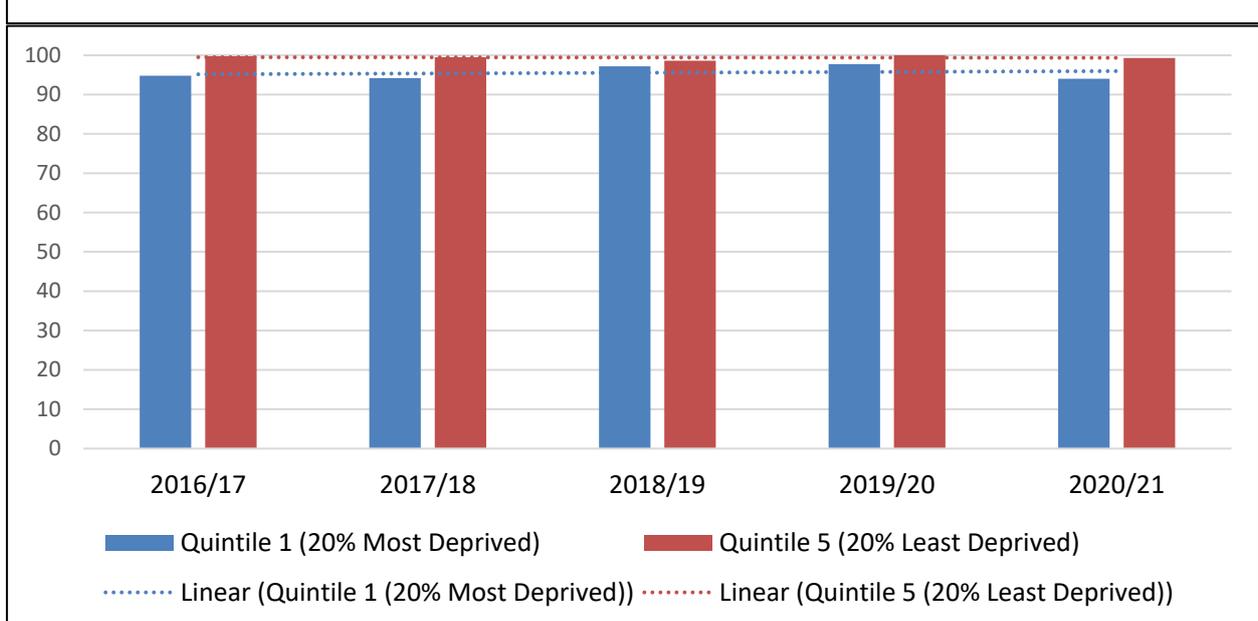
**Graph 10: Average Total Tariff of Renfrewshire School Leavers Living in SIMD Quintile 1 (20% Most Deprived Areas)**



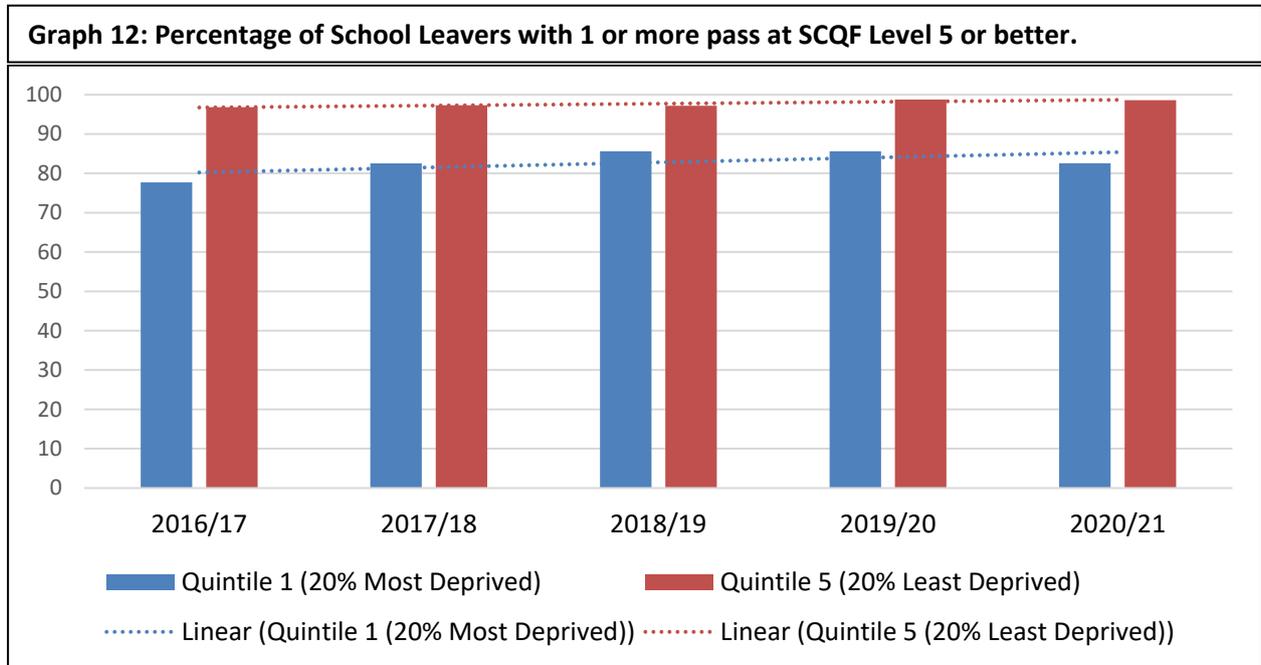
3.23. Graph 10 shows the average total tariff of school leavers living in the 20% most deprived areas in Renfrewshire over 5 years. These figures show that a consistent increasing trend over 5 years.

3.24. The graphs below show the highest SCQF level achieved by Renfrewshire school leavers living in quintile 1 (20% most deprived areas) and quintile 5 (20% least deprived areas). This comparison allows us to measure the change in the size of the poverty related attainment gap over time.

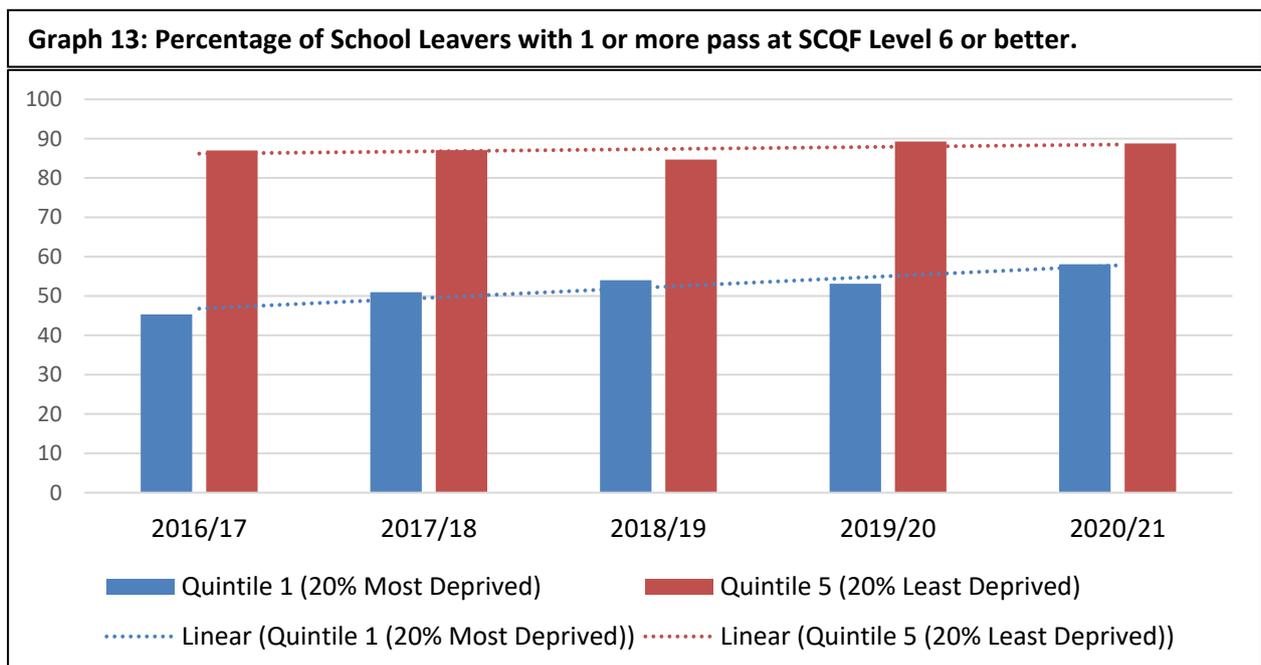
**Graph 11: Percentage of School Leavers with 1 or more pass at SCQF Level 4 or better- SIMD Quintile 1 (20% Most Deprived) & SIMD Quintile 5 (20% Least Deprived)**



3.25. The percentage of school leavers with one or more pass at SCQF level 4 has been consistent over 5 years. Attainment in this measure is high across both groups, with 94% of leavers living in quintile 1 areas and 99% of those living in quintile 5 areas achieving 1 or more award at SCQF level 5. The size of the gap within the 2020/21 leavers cohort was 5.3 percentage points which is in line with previous years.

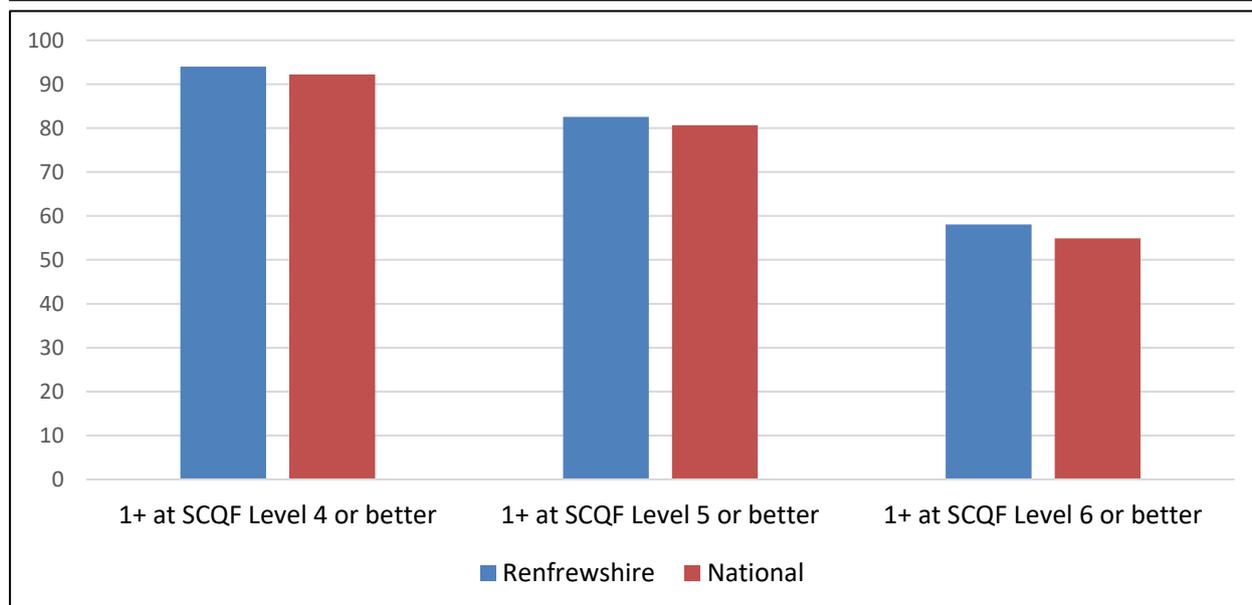


3.26. Graph 12 illustrates the percentage of school leavers with one or more pass at SCQF level 5. Attainment at this level has been consistently high within quintile 5, with 99% of leavers achieving 1 or more award at this level in the 2020/21 leavers cohort. Attainment of school leavers in quintile 1 is consistent with previous years at 83%. The size of the gap is in line with previous years.



3.27. The percentage of pupils in quintiles 1 and 5 achieving one or more pass at SCQF level 6 has increased gradually over 5 years. In the 2020/21 leavers cohort, 58% of leavers living in SIMD quintile 1 achieved this measure compared with 89% of leavers living in SIMD quintile 5 areas. The gaps at this level are larger than SCQF 4 and 5.

**Graph 14: Attainment of 2020/21 Leavers in Quintile 1 (20% Most Deprived Areas)**



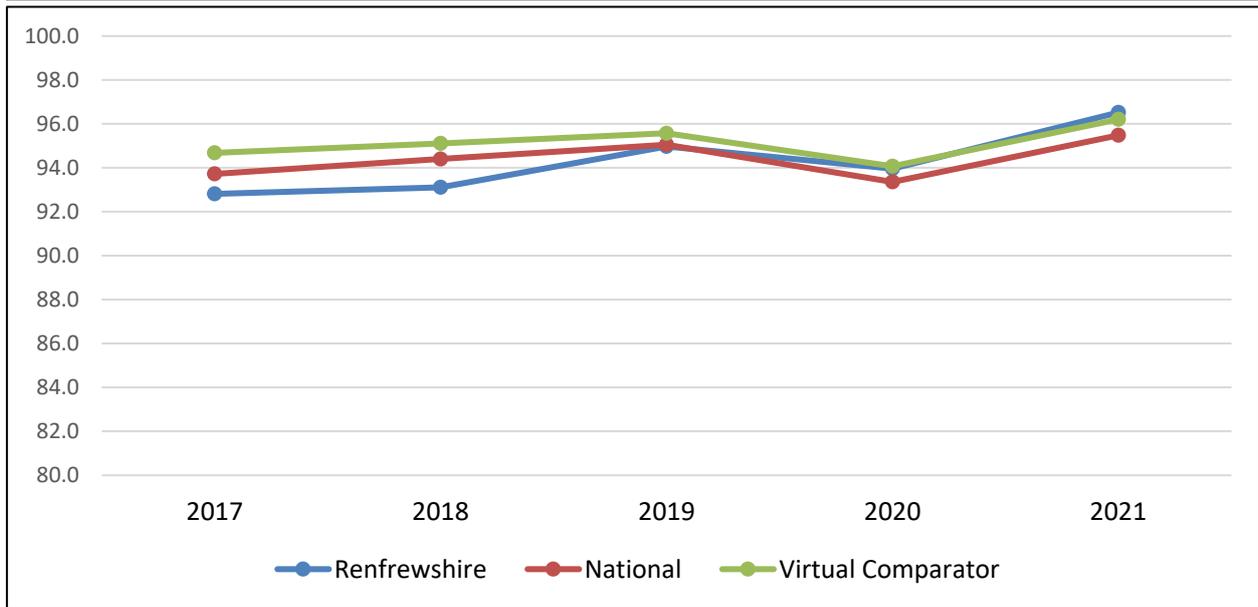
3.28. Graph 14 compares the attainment of pupils living in 20% most deprived areas in Renfrewshire and nationally. In the 2020/21 leavers cohort, a higher proportion of pupils living in the most deprived areas achieved 1 or more awards across all levels. The largest difference is within the proportion of leavers achieving 1 or more award at SCQF level 6 as 58% of Renfrewshire leavers achieved this compared with 55% nationally.

3.29. The service and schools continue to support the Council's and the Scottish Government's priority of closing the poverty attainment gap through improving and targeting our provision, utilising the Scottish Attainment Challenge and pupil equity funding.

### **Leaver Destinations**

3.30. This measure identifies the percentage of school leavers that have entered a positive destination. Positive destinations include higher education, further education, employment, activity agreements, personal skills development and voluntary work.

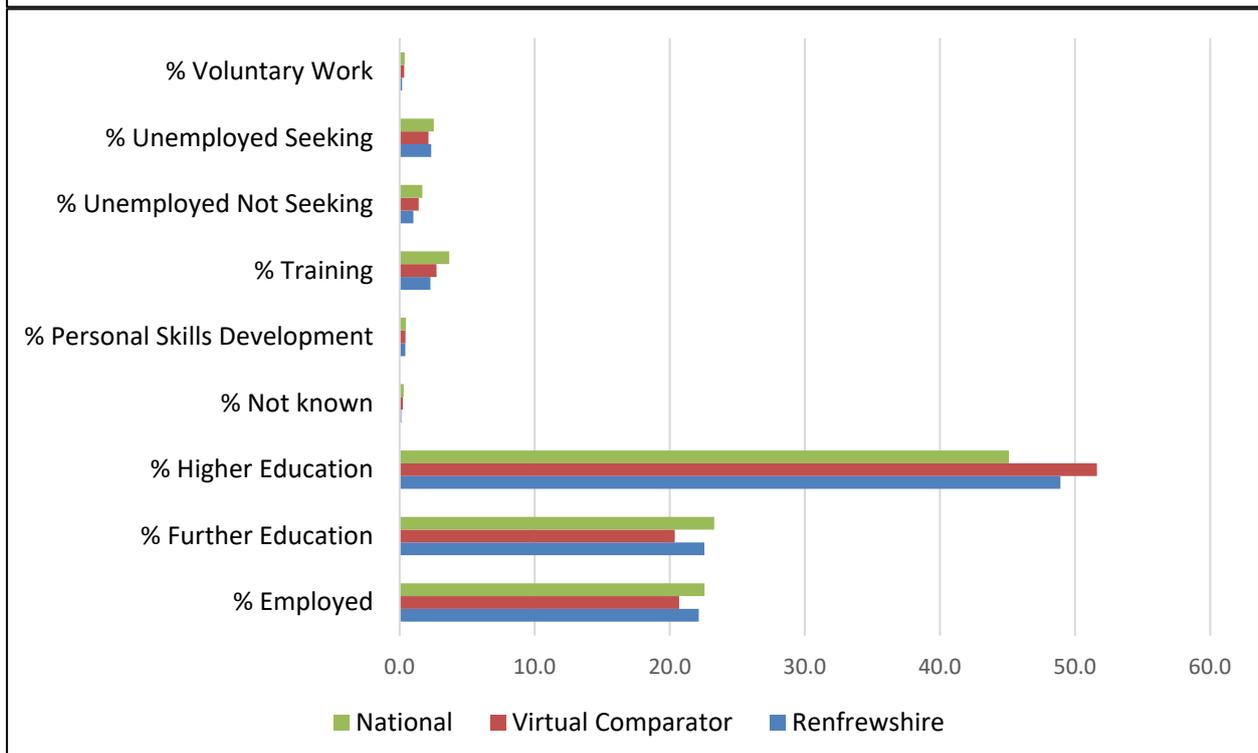
**Graph 11: Percentage of School Leavers entering Positive Destinations.**



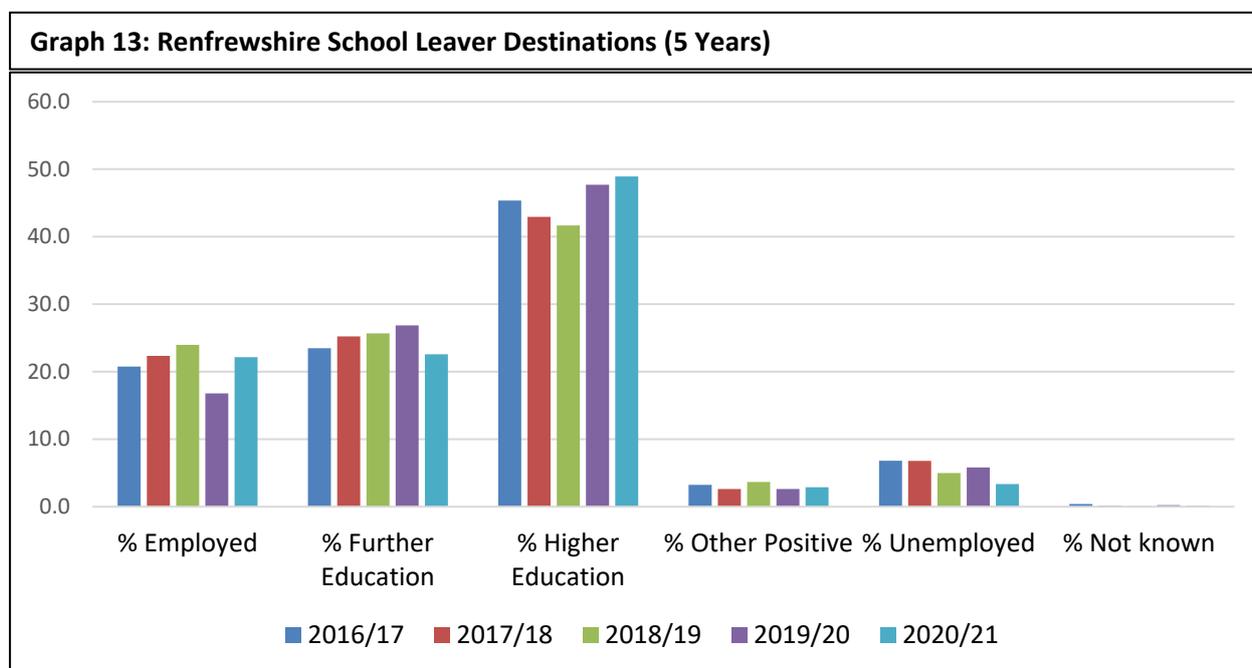
3.31. The percentage of leavers entering a positive destination has increased for Renfrewshire and both comparators, bringing all above pre-pandemic levels. In the 2020/21 leavers cohort, the percentage of Renfrewshire leavers entering an initial positive destination was 96.5, compared with 95.5 nationally and 96.2 for the virtual comparator.

3.32. The graph below shows the breakdown of the destinations of the 2020/21 leavers cohort.

**Graph 12: School Leaver Destinations 2020/21**



3.33. In the 2020/21 leavers cohort, 48.9% of Renfrewshire’s leavers entered higher education, 22.6% went into further education and 22.2% were employed. Compared with national figures, Renfrewshire has a higher proportion of pupils entering higher education and similar levels entering further education and employment. The virtual comparator has a greater proportion in higher education but fewer leavers in further education and employment.



3.34. Employment figures were significantly impacted by the pandemic in the 2019/20 leavers cohort but have now recovered to 22.2%. This year’s figure is still marginally below the 2018/19 cohort but in line with previous years. The proportion entering further education is below previous years but higher education has continued to increase. The percentage of leavers unemployed is at its lowest level in 5 years at 3.4%.

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## 4. Next Steps

4.1 Renfrewshire continues to perform well against national and virtual comparators across a range of measures. The proportion of leavers achieving a positive post-school destination has recovered from a decrease in the 2019/20 cohort and has surpassed previous years. However, we recognise the scope for further improvement, particularly in relation to reducing the poverty related attainment gap. We will continue to make this a priority as we strive for even further improvement.

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## Implications of the Report

1. **Financial** - none
2. **HR & Organisational Development** – none

3. **Community/Council Planning –**
  - Our Renfrewshire is thriving – looking at attainment in this way provides schools and Children’s Services with a robust way to evaluate the quality of education provision.
  - Tackling inequality, ensuring opportunities for all – attainment data is examined in the context of deprivation to ensure that we are working towards equity and excellence.
4. **Legal – none**
5. **Property/Assets – none**
6. **Information Technology - none**
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals’ human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council’s website.
8. **Health & Safety – none**
9. **Procurement - none**
10. **Risk - none**
11. **Privacy Impact – none**
12. **Cosla Policy Position – not applicable**
13. **Climate Risk - none**

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*FW/JC/LG  
7 March 2022*

**Author: Fiona Wright, Management Information Officer, Children’s Services.  
Fiona.wright-ED@renfrewshire.gov.uk**



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**To: Education and Children's Services Policy Board**

**On: 17 March 2022**

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

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**Heading: Education Scotland visit to Riverbrae School and ELCC**

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**1. Summary**

- 1.1 Riverbrae School and ELCC was inspected by Education Scotland in January 2019. Inspection findings indicated that the school and ELCC needed additional support and more time to make necessary improvements.
- 1.2 Education Scotland indicated in their letter to parents after the 2019 inspection that they would further engage with the school to report on progress. They engaged in discussion with staff and the local authority and carried out a visit to Riverbrae School and ELCC in December 2021.
- 1.3 The letter to parents following this visit, published by Education Scotland in March 2022 is attached as an appendix to this report. The letter is also available from the director of children's services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.4 The focus of the engagement visit was to help inspectors learn more about how children and their families had been supported through the COVID-19 pandemic. They also wanted to hear about approaches that had been working well to support children's and young people's health and wellbeing, learning and progress. They discussed with the headteacher and local authority officers the school's progress in taking forward the recommendations from the 2019 inspection.
- 1.5 In their letter, Education Scotland commented on the support that children and young people at Riverbrae had received during the Covid -19 pandemic. They also reported positively on the progress that had been achieved by the

school towards the recommendations from the previous inspection. The letter summarises this progress including the following key points:

- The headteacher has been successful in creating a positive, caring culture at Riverbrae School. Senior leaders are encouraging staff to take on leadership roles. An increasing number of staff are taking on additional responsibilities well;
- Despite the challenges of the pandemic, new approaches to tracking and monitoring have been adopted well by staff and the curriculum is developing effectively;
- Teachers and practitioners are planning learning at the broad general education and senior phase more effectively;
- At the senior phase, young people now follow bespoke individualised learning programmes incorporating a mixture of National Qualifications and personal achievement awards;
- Senior leaders and practitioners in the nursery have compiled new and improved processes to assess, track, plan and monitor children's progress more effectively ; and
- During the pandemic, nominated staff across the school and nursery took a lead role in developing the curriculum successfully. The new approaches are ambitious and meet better the needs and interests of learners.

- 1.6 Inspectors recognised the impact of Covid-19 on the ability of the school and ELCC to fully realise improvements on the areas identified at the last inspection. Recognising the progress made however, they have asked the local authority to submit a report on continued progress within one year of the publication of the letter. They have indicated that they will work together with local authority officers following submission of the report regarding what happens next.

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## 2. **Recommendations**

- 2.1 Members of the Education and Children's Services Policy Board are asked to note the positive progress in Riverbrae school and ELCC as noted in the Education Scotland letter of 1 March 2022.

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## 3. **Background**

- 3.1 Education Scotland's letters to parents are published online by Education Scotland.
- 3.2 Riverbrae school and nursery opened in August 2017. It is a purpose built facility provided by Renfrewshire Council for children with complex additional support needs.

- 3.3 An Education Scotland inspection of Riverbrae school and ELCC took place in 2019. The four recommendations for improvement were as follows:
- Strengthen the leadership of the school and nursery to increase the pace of change. The senior leadership team need to provide clear direction for school and nursery improvement. In doing so, more leadership opportunities should be provided for children, young people and staff.
  - Improve approaches to the assessment, tracking and monitoring of children's and young people's progress. Ensure there are clear processes in place which are used effectively by all staff so that children and young people can better achieve their full potential.
  - Develop the curriculum across the school and nursery, taking due account of national guidance and expectations. In so doing, ensure that the curriculum enables children and young people to make sustained progress.
  - Raise attainment and achievement across the school and nursery through increased expectations of what children and young people can achieve#
- 3.6 Education Scotland planned to return to carry out a further inspection within one year of publication of the 2019 letter to parents. Due to the Covid-19 pandemic, inspections were paused however towards the end of 2021 Education Scotland planned a series of engagement visits with schools due to be inspected, recognising the recovery context all schools were working within.
- 3.7 The visit to Riverbrae school and ELCC took place on 8/9 December 2021. The visit was a positive experience for all involved. Inspectors met with a range of stakeholders, and professional dialogue took place between staff, inspectors and local authority officers.
- 3.8 Notable improvements regarding the four recommendations from the previous inspection were highlighted and it has been acknowledged that despite the Covid-19 pandemic, the school has made significant progress.
- 3.7 Children's services welcome the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.
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## Implications of the Report

1. **Financial:** None
2. **HR & Organisational Development:** None

3. **Community/Council Planning –**

- Our Renfrewshire is thriving: 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.
- Our Renfrewshire is well – 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 establishment's success in promoting wellbeing is evaluated as part of the inspection process.

4. **Legal:** None

5. **Property:** None

6. **Information Technology:** None

7. **Equality & Human Rights**

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

8. **Health & Safety:** None

9. **Procurement:** None

10. **Risk:** None

11. **Privacy Impact:** None

12. **Cosla Policy Position:** Not applicable

13. **Climate Risk -** None

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**List of Background Papers**

None

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**Author:** Susan Bell, Education Manager, [Tel:-07983855712](tel:07983855712)

1 March 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Riverbrae School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a visit to Riverbrae School. Our engagement helped us learn more about how children and their families, have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's and young people's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officers the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

### **Supporting children, young people and families through COVID-19**

Throughout the lockdowns, staff responded positively by offering online learning to all learners. Less than half of children and young people physically attended the school on part-time rotational places. This rotation helped school staff manage physical distancing requirements more effectively. Staff were able to provide targeted support for individual children and young people. They held regular virtual assemblies, which were popular with learners and their families and helped combat social isolation.

Staff understood the importance of supporting children and families during lockdown. They delivered care packages, undertook wellbeing visits and provided specialist resources for learning. They regularly went beyond the parameters of their usual role to help the wellbeing of the school community. For example, they established a walking group to support parents and carers. Senior leaders also made appropriate referrals to a counselling service that supported the wellbeing of children and young people experiencing loss and anxiety.

### **Progress with recommendations from previous inspection**

The headteacher has been successful in creating a positive, caring culture at Riverbrae School. She promotes the vision and values of the school and nursery well. Aply supported by her senior leadership team, the headteacher has installed a greater sense of direction for school improvement. Despite the challenges of the pandemic, new approaches to tracking and monitoring have been adopted well by staff and the curriculum is developing effectively. Children's and young people's progress and attainment are improving. Senior leaders now need to ensure that continuous improvement is embedded further across the school and nursery leading to improved outcomes for all children and young people.

Senior leaders are encouraging staff to take on leadership roles. An increasing number of staff are taking on additional responsibilities well. They are leading and contributing effectively to areas of school improvement including children's rights and health and wellbeing. A minority of children and young people have additional responsibilities in the

school. They participate well in pupil councils and take on leadership roles in classrooms, across the school and occasionally in the local community. Senior leaders and staff should now identify creative ways for more children and young people to take on leadership roles.

Senior leaders in the nursery now have clearly defined remits and leadership responsibilities. Practitioners in the nursery take on leadership roles well such as completing the wellbeing information for 'team around the child' meetings. Staff now need to look at developing imaginative ways for children to take on leadership roles in the nursery.

Teachers and practitioners are planning learning at the broad general education and senior phase more effectively. They are using personalised planning approaches well to meet the needs and aspirations of children and young people. Whilst planning learning, teachers and practitioners are taking better account of learners' interests and aspirations. At the senior phase, young people now follow bespoke individualised learning programmes incorporating a mixture of National Qualifications and personal achievement awards. Staff now need to streamline their tracking and monitoring approaches. They should focus on recording information which measures progress well and influences future learning.

Senior leaders and practitioners in the nursery have compiled new and improved processes to assess, track, plan and monitor children's progress more effectively. Each child now has a learning and development overview of their progress which teachers update at regular intervals. Senior leaders and practitioners need to ensure these processes are completed timeously for all children and continue to be reviewed regularly.

During the pandemic, nominated staff across the school and nursery took a lead role in developing the curriculum successfully. The new approaches are ambitious and meet better the needs and interests of learners. These developments took place across a variety of curriculum areas including expressive arts and mathematics. Staff in the nursery have improved successfully the learning environment to encourage children to make choices in their play and freely go between the two playrooms. They now need to improve the quality of the outdoor spaces and develop more outdoor learning activities. Staff in the nursery should also continue to reflect on how the curriculum could be developed to meet better children's needs. This should include an increased focus on health and wellbeing, communication, numeracy and mathematics.

Young people at the senior phase are achieving an increasing number and range of National Qualifications (NQ) and personal achievement awards. This has supported all school leavers in June 2021 to move on successfully into further education, training or a job. Senior leaders have put in place aspirational plans to improve attainment and achievement across the school and nursery. They now need to continue to raise expectations of what learners can achieve and to embed further individualised planning approaches. Teachers and practitioners would benefit greatly from increased scrutiny of their learning and teaching approaches.

## What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery. Staff have also been making progress in taking

forward the areas for improvement from the original inspection. We recognise that the school needs some more time to implement fully its priorities for improvement, notably raising children's and young people's attainment and achievement. We have asked Renfrewshire Council to provide us with further information about the school's progress within one year of the publication of the letter. We will work together with local authority officers to agree what will happen next. Should we require another visit to the school, we will inform parents/carers. Otherwise, Renfrewshire Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

Steven McPherson  
HM Inspector






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**To: Education and Children's Services Policy Board**

**On: 17 March 2022**

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

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**Heading: Supporting the Mental Health and Wellbeing of Children & Young People in Schools & Early Years Establishments**

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## **1. Summary**

- 1.1. In line with the Children's Services priority to reduce inequalities and deliver improved health and wellbeing outcomes for children and young people, a significant amount of health improvement activity has taken place across Renfrewshire establishments over the last 3 years.
- 1.2 We aim to prevent and treat mental health problems with the same commitment, passion and drive as we do physical health problems. Battling to get rid of the stigma surrounding mental health problems is ongoing.
- 1.3 Our ambition is that there is parity between emotional literacy and English literacy. Arguably, unless we get the emotional literacy part right, then learning in any other area can be very difficult. Our efforts are also concentrated on areas that affect mental health like substance misuse, RSHP (relationships, sexual health and parenthood), consent, coercive control and LGBT (lesbian, gay, bisexual, transsexual).
- 1.4 Our approach is 2-pronged and involves working closely with partners in Health, Social Work and the voluntary sector in:
- Early Intervention and prevention work - curricular programmes and professional learning/training for staff
  - Provision of Supports – resources, signposting and counselling - tackling crisis situations and responding to distress in children, young people (CYP) and families
- 1.5 A variety of different curricular programmes, approaches and projects are currently in place. It is really important to us that all schools explicitly teach emotional literacy. All schools are currently using an evidence-based emotional literacy programme, for example, Promoting Alternative Thinking Skills (PATHS) and Emotionworks in Early Years/Primary schools and Living Life to the Full (LLTTF) in Secondary schools. These programmes promote

the emotional and social skills necessary to have better self-control, self-esteem, emotional awareness, basic problem-solving skills, social skills, and friendships. Overall, this builds resilience and ensures that our CYP are ready to learn, attain and achieve. Almost all of these programmes also provided recovery resources and adapted their training approaches in response to the pandemic.

- 1.6 In relation to factors that affect mental health like substance misuse, we have commissioned 'I am me Scotland' to develop online interactive and progressive curricular planners from early years to senior phase based on the NHS Greater Glasgow and Clyde materials. Children and young people are fully involved in the development work, as are those with lived experience. This work has been funded by Renfrewshire's Alcohol and Drugs Commission.
- 1.7 The national RSHP curriculum ([rshp.scot](https://www.rshp.scot)) is being used in most establishments and associated training is provided in partnership with Health colleagues to teachers and practitioners as and when required. Some schools are working towards the LGBT Charter Award with six schools having already achieved Bronze or Silver.
- 1.8 As part of the early intervention and prevention strategy, we have offered a wide range of training for senior leaders, practitioners and support staff. We need to be confident that our staff have the knowledge, understanding and skills to create a mentally healthy school, plan and deliver an appropriate Health and Wellbeing (HWB) curriculum, as well as being able to respond appropriately and confidently to support our CYP who struggle with poor mental health.

Training opportunities have included:

- ✓ Mental Health Awareness – annual update for all Renfrewshire staff
  - ✓ Understanding Self-Harm and Suicide – START (online), safeTALK, ASIST, AskTell, What's the Harm introduction session and 1 day training
  - ✓ Relationships, Sexual Health and Parenthood – introductory training on national resource and focused CLPL for PSE teachers on aspects of the resource
  - ✓ Early Protective Messages – early years staff
  - ✓ LGBT Scotland – offered to all establishments and bespoke support for Charter schools
  - ✓ SQA Mental Health Award – training, teaching and assessment resources with moderation activities
  - ✓ Mentors in Violence Prevention – peer mentoring programme in relation to gender violence. Whole school training offered with condensed offer to build capacity for PSE Teachers
  - ✓ Child Exploitation and Online Protection (CEOPS) – online safety
  - ✓ Healthy Minds and SAMH – promoting positive mental health and wellbeing
  - ✓ Seasons for Growth – coping with change, loss experienced due to Covid
  - ✓ Children's Mental Health Week Feb 2022 – staff information session focusing on skills, knowledge and their own wellbeing. Topics included self-harm, change, loss and grief, internet safety and mindfulness.
- 1.9 Of particular note, is our Mentors in Violence Prevention (MVP) programme which has been developed across the authority over the past six years. In

total eight secondary schools are currently delivering the programme with the remaining three secondaries coming on board next session. Through a peer mentoring model, our school communities are encouraged to think about the issues they experience which affect our relationships. Training also focuses on violence as a gendered issue, gender norms and recognising types of abuse and respect. Alongside our colleagues in Youth Services, our successful bid to Equally Safe in Scotland will see our mentors lead the development of MVP in the community. This work also involves offering colleagues from a variety of organisations (public and 3<sup>rd</sup> sector) across Renfrewshire an opportunity to access training appropriate to their setting.

- 1.10 To support our school communities returning from lockdown, we created our own 'Skills for Recovery' programme. This was initially a block of lessons for P6 to S6 focusing on what we know and what we can do to feel better. This resource developed in the form of digital leaflets and supports in response to the needs of our CYP and parents/carers when so many were isolating.
- 1.11 To improve emotional wellbeing and provide therapeutic support for CYP, staff and parents, counselling services are in place for all children and young people in primary, secondary and special schools in Renfrewshire provided by The Exchange Counselling Service. In addition, there are school-based counselling services in targeted schools, delivered by Place2Be. In the period July 2021 – December 2021, over 840 children and young people in Renfrewshire were supported through our counselling services.

Mindful of the impact on school staff of supporting CYP in distress, The Exchange are now offering a new service around supervision support for staff. This provides a safe confidential place for staff to talk about the impact on their emotional wellbeing and support them to develop healthy responses through self-reflective insight.

- 1.12 Our HWB Development Officer provides support in a variety of different ways; organising and providing training, developing digital policies, working with health and voluntary sector, providing bespoke support to schools, coordinator of Mentors in Violence Prevention, curriculum development work, signposting to services, producing monthly newsletters and maintaining our blog and Twitter page.
- 1.13 Our Health and Wellbeing [blog](#) as well as monthly health and wellbeing [newsletters](#) and Twitter @RenEdHWB are used to signpost school staff to professional learning opportunities, share good practice, provide information about services, and celebrate successes.

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## 2 Recommendations

It is recommended that the Education and Children's Services Policy Board note the content of the paper and recognise the ongoing commitment of Children's Services to improving the mental, emotional and social wellbeing of children, young people and staff.

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### 3. Background

- 3.1 The Scottish Government and COSLA have demonstrated their shared commitment to improving the mental health of children, young people and their families by working with delivery partners to invest in preventative services. The recommendations and actions from the [Better Mental Health in Scotland \(2018\)](#), [Audit Scotland Report \(2018\)](#) and [Mental Health Strategy 2017-27](#) highlight the significant need to provide opportunities for early intervention and prevention to avoid the unnecessary escalation of emotional distress in children and young people.
- 3.2 The Covid-19 pandemic has affected the way of life of every single person in Scotland. We know that the mental health impact of Covid-19 will not have been felt equally across Scotland. We also know that some of the mental health impacts of the pandemic will take time to materialise. As we recover from the pandemic, it is particularly important that there continues to be a focus on promoting good mental health and wellbeing and that support is provided whenever it is needed.
- 3.3 The Scottish Government publication [Mental Health – Scotland’s Transition and Recovery summary/](#) October 2020 cites some key themes from findings of the Research Advisory Group into the impact of Covid-19. These include elevated rates of stress or anxiety, loneliness and the effects of economic pressures on families. Rates of traumatic reactions are expected to increase; including substance misuse, domestic violence, self-harm and suicide.
- 3.4 In August 2021, Scottish Government published [Mental Health and Wellbeing: Whole School Approach: Framework](#) a whole school approach framework for schools to support children and young people’s mental health and wellbeing. It is vital that there is a consistent high quality approach to supporting mental health and wellbeing across all Renfrewshire education establishments.

### Implications of this report

#### 1. Financial

None.

#### 2. HR and Organisational Development

None.

#### 3. Community/Council Planning

- |                          |   |
|--------------------------|---|
| Our Renfrewshire is well | - Promotes wellbeing and resilience in children and young people.   |
| Our Renfrewshire is fair | - Aims to ensure that all children and young people have the opportunity to access appropriate support from skilled adults. |
| Our Renfrewshire is safe | - Aims to protect vulnerable children and young people and reduce the risk of harm.   |

Building strong, safe and resilient communities		Promotes effective support for vulnerable children and young people.
Tackling inequality, ensuring opportunities for all	-	Aims to improve the mental health and wellbeing of all children and young people.
Working together to improve outcomes	-	Provides professional learning opportunities for staff to support improved health and wellbeing outcomes for children and young people within Renfrewshire

**4. Legal**  
None.

**5. Property/Assets**  
None.

**6. Information Technology**  
None.

**7. Equality and 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 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**  
None.

**9. Procurement**  
None.

**10. Risk**  
None.

**11. Privacy Impact**  
None.

**12. Cosla Policy Position**  
None.

**13. Climate Risk**  
None.

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## List of Background Papers

Background papers are contained as live links within the Board Report.

The foregoing background paper 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 Tracy Stewart, Head of Service, email: [tracy.stewart@renfrewshire.gov.uk](mailto:tracy.stewart@renfrewshire.gov.uk) 0141 618 7194

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### *Children's Services*

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**To:** Education and Children's Services Policy Board

**On:** 17 March 2022

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

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**Heading:** Joint Inspection of Children and Young People at Risk of Harm

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## 1. Summary

- 1.1. The Care Inspectorate was asked by Scottish Ministers to undertake joint inspections in local areas on the services to protect children and young people at risk of harm. The original programme of these joint inspections was launched in 2018 however as a consequence of COVID-19 these were paused until June 2021. The programme of activity for inspection recommenced in July 2021.
  - 1.2. The Care Inspectorate announced the methodology for these inspections in 2019. The Care Inspectorate completed inspections in 8 local authority areas before the pause of the programme as a consequence of COVID-19. The focus of these inspections was on the difference community planning partnerships were making to the lives of children and young people in need of care and protection and the lives of the children and young people for whom community planning partnerships have corporate parenting responsibilities.
  - 1.3. The approach to inspection has been updated in the most recent focused inspection. The next phase of inspection will focus on the difference community planning partnerships are making to the lives of children and young people at risk of harm and their families. Renfrewshire was not one of the local authorities inspected in the period 2018 to the point the inspections were paused. The last inspection in Renfrewshire was in 2015 and it is therefore possible that we will be subject to inspection in the next round of inspections commencing in April 2022. The Care Inspectorate has announced the authority where inspection will take place in April 2022. Renfrewshire has not been notified and therefore, it is likely that we will be subject to inspection in the next 12 months.
  - 1.4. This report provided the Education and Children's Services Policy Board with information on the new focus of the inspection and the preparation in Renfrewshire to ensure we are ready for inspection when it is announced.
- 

## 2. Recommendations

- 2.1. The Education and Children’s Services Policy Board is asked to note:
- i. the information on the inspection approach being adopted by the Care Inspectorate in relation to children and young people at risk of harm; and
  - ii. that self-evaluation work is being progressed to prepare for the involvement of Renfrewshire in future inspection programme.
- 

### 3. Background

- 3.1. The Scottish Government set out an improvement programme in respect of the child protection system in Scotland. The improvement placed the wellbeing of children at the heart of all work and recommitted to ensuring that child protection remained everyone’s responsibility. As part of the improvement programme the Scottish Government asked the Care Inspectorate to lead a model of inspection with other scrutiny agencies including Health Improvement Scotland, Her Majesty’s Inspectorate of Constabulary for Scotland and Education Scotland. These inspections focused on the experiences and outcomes for children and young people in need of protection and those who were receiving support from agencies under corporate parenting approaches.
- 3.2. The Care Inspectorate announced the methodology for the inspection approach in 2018. To support local areas to evaluate their services in 2018, the Care Inspectorate published a quality improvement framework guidance “A quality framework for children and young people in need of care and protection”. This guidance was updated in 2019 ([accessed via this link](#)) and remains in place for the inspections. Services in Renfrewshire will use this document to assess the impact on those children and young people requiring support and protection.
- 3.3. The programme of inspections commenced in April 2018 and continued until March 2020 when the decision was made to pause inspections due to the COVID-19 pandemic. The Care Inspectorate completed inspections and published reports in respect of 8 local authority areas prior to the decision to pause the inspection programme.
- 3.4. In July 2021 the Care Inspectorate announced that it would recommence and complete the inspection programme. The Care Inspectorate also announced a refresh of the focus of inspections from July 2021. The focus of inspection is looking at the differences community planning partnerships are making to the lives of children and young people at risk of harm and their families.
- 3.5. The joint inspection of children and young people at risk of harm will seek assurance on the extent to which services working together can show:
- Children and young people are safer because risks have been identified early and responded to effectively.
  - Children and young people’s lives improve with high quality planning and support, ensuring they experienced sustained loving and nurturing relationships to keep them safe from further harm.
  - Children and young people and families are meaningfully and appropriately involved in decisions about their lives. They influence service planning, delivery and improvement.

- Collaborative strategic leadership, planning and operational management ensure high standards of service delivery.
- 3.6. The Care Inspectorate have indicated they will also consider the impact of the COVID-19 pandemic on how services practised and ensured that children and young people were safe. The inspection will be conducted by the Care Inspectorate, Health Improvement Scotland, Her Majesty's Inspectorate of Constabulary for Scotland and Education Scotland and include the participation of young inspection volunteers who have direct experience of care or the protection services.
- 3.7. The inspection will consider and review evidence in relation to all 22 quality indicators contained detailed in appendix 1. The evidence will be used to examine how local areas are delivering in the inspection statements detailed in paragraph 3.5. The final report on the inspection will provide an evaluative grade for quality indicator 2.1: impact on children and young people. Appendix 2 provides information on the evaluation grades used by the Care Inspectorate.
- 3.8. The Care Inspectorate will advise local areas of their intention to conduct an inspection 4 weeks prior to it commencing. The inspection activity will include:
- Face to face meetings with children and young people, their parents and carers.
  - A survey of children and young people and their parents or carers.
  - A review of a sample of children and young people's files.
  - Documentation and position statements provided by services.
  - Staff survey and focus groups with staff.
  - Meetings with senior leadership team and decision makers.
- 3.9. The inspection will have two phases. The first phase will involve professional discussions between the Chief Officers, Renfrewshire Child Protection Committee and the Care Inspectorate, a staff survey and a review of 60 children's files by the Care Inspectorate. A survey for children and young people will be put in place and the information from that survey alongside the results from the staff survey and the file reading will inform phase two of the inspection. Phase two will include focus groups for staff, meetings with a range of stakeholders and meetings with children and their parents.
- 3.10. The Continuous Improvement Sub-Group of Renfrewshire Child Protection Committee will lead the self-evaluation and preparation for inspection locally. The preparation will include conducting a multi-agency file audit, review of current practice and address any areas for development.

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## Implications of this report

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

Our Renfrewshire is safe

- The inspection approach seeks to demonstrate that services in Renfrewshire are working together to protect children and young people at risk of harm.

Building strong, safe and resilient communities

- The inspection approach seeks to demonstrate that services in Renfrewshire are working together to protect children and young people at risk of harm.

**4. Legal**  
None.

**5. Property/Assets**  
None.

**6. Information Technology**  
None.

**7. Equality and Human Rights**  
A requirement of the Council's Conditions of the Grant is that services comply with the Equality Act 2010.

**8. Health and Safety**  
None.

**9. Procurement**  
None.

**10. Risk**  
None.

**11. Privacy Impact**  
None.

**12. Cosla Policy Position**  
None.

**13. Climate Risk**  
None.

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**List of Background Papers**  
None.

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*Children's Services*  
*JT/LG/KO*  
*15/02/2022*

**Author:** John Trainer, Head of Child Care and Criminal Justice  
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## 2. The quality indicators

What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of services for children, young people and families?	How good is our operational management?	How good is our leadership?	
<b>1. Key performance outcomes</b>	<b>2. Impact on children, young people and families</b>	<b>5. Delivery of key processes</b>	<b>6. Policy, service development and legal measures</b>	<b>9. Leadership and direction</b>	
<b>1.1</b> Improvements in the safety, wellbeing and life chances of vulnerable children and young people.	<b>2.1</b> Impact on children and young people.  <b>2.2</b> Impact on families.	<b>5.1</b> Recognition and response to initial concerns.  <b>5.2</b> Assessing risk and need.  <b>5.3</b> Care planning, managing risk and effective intervention.  <b>5.4</b> Involving individual children, young people and families.	<b>6.1</b> Policies, procedures and legal measures.  <b>6.2</b> Planning and improving services.  <b>6.3</b> Participation of children, young people, families and other stakeholders.  <b>6.4</b> Performance management and quality assurance.  <b>6.5</b> Securing improvement through self-evaluation	<b>9.1</b> Vision, values and aims.  <b>9.2</b> Leadership of strategy and direction.  <b>9.3</b> Leadership of people and partnerships.  <b>9.4</b> Leadership of improvement and change.	
	<b>3. Impact on staff</b>				<b>7. Management and support to staff</b>
	3.1 Impact on staff				<b>7.1</b> Recruitment, deployment and joint working.  <b>7.2</b> Workforce development and support.

<b>4. Impact on the community</b>	<b>8. Resources and capacity building</b>
4.1 Impact on the community	8.1 Management of resources.  8.2 Commissioning arrangements.
<b>10: What is our capacity for improvement?</b> Global judgement based on an evaluation of the framework of quality indicators	

## Appendix 2

### Care Inspectorate Six-point Evaluation Scale

The Care Inspectorate use the following six point evaluation scale.

- 6 Excellent - Outstanding or sector leading
- 5 Very Good - Major strengths
- 4 Good - Important strengths, with some areas for improvement
- 3 Adequate - Strengths just outweigh weaknesses
- 2 Weak - Important weaknesses – priority action required
- 1 Unsatisfactory - Major weaknesses – urgent remedial action required

An evaluation of **excellent** describes performance which is sector leading and supports experiences and outcomes for people which are of outstandingly high quality. There is a demonstrable track record of innovative, effective practice and/or very high-quality performance across a wide range of its activities and from which others could learn. The Care Inspectorate can be confident that excellent performance is sustainable and that it will be maintained.

An evaluation of **very good** will apply to performance that demonstrates major strengths in supporting positive outcomes for people. There are very few areas for improvement. Those that do exist will have minimal adverse impact on people’s experiences and outcomes. While opportunities are taken to strive for excellence within a culture of continuous improvement, performance evaluated as very good does not require significant adjustment.

An evaluation of **good** applies to performance where there is a number of important strengths that, taken together, clearly outweigh areas for improvement. The strengths will have a significant positive impact on people’s experiences and outcomes. However, improvements are required to maximise wellbeing and ensure that people consistently have experiences and outcomes which are as positive as possible.

An evaluation of **adequate** applies where there are some strengths, but these just outweigh weaknesses. Strengths may still have a positive impact but the likelihood of achieving positive experiences and outcomes for people is reduced significantly because key areas of performance need to improve. Performance that is evaluated as adequate may be tolerable in particular circumstances, such as where a service or partnership is not yet fully established, or in the midst of major transition. However, continued performance at adequate level is not acceptable. Improvements must be made by building on strengths while addressing those elements that are not contributing to positive experiences and outcomes for people.

An evaluation of **weak** will apply to performance in which strengths can be identified but these are outweighed or compromised by significant weaknesses. The weaknesses, either individually or

when added together, substantially affect peoples' experiences or outcomes. Without improvement as a matter of priority, the welfare or safety of people may be compromised, or their critical needs not met. Weak performance requires action in the form of structured and planned improvement by the provider or partnership with a mechanism to demonstrate clearly that sustainable improvements have been made.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in critical aspects of performance which require immediate remedial action to improve experiences and outcomes for people. It is likely that people's welfare or safety will be compromised by risks which cannot be tolerated. Those accountable for carrying out the necessary actions for improvement must do so as a matter of urgency, to ensure that people are protected, and their wellbeing improves without delay





**To:** Education and Children's Services Policy Board

**On:** 17 March 2022

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

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**Heading:** Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2022/23

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## **1. Summary**

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire, through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
  - 1.2. This report provides information on the proposed allocation of funding during 2022/23 to out of school care groups in the private and voluntary sector and for early years voluntary sector organisations, playgroups and toddler groups.
  - 1.3. Acceptance of the recommendations contained within the report will result in £87,103 being disbursed to private and voluntary sector organisations.
- 

## **2. Recommendations**

- 2.1. The Education and Children's Services Policy Board is asked to:
    - i. approve the resource allocation to support the delivery of services for children and young people as outlined in appendix 1 to this report; and
    - ii. agree the proposed allocation of grant funding for out of school care and pre five voluntary sector as detailed in appendices 2 and 3 attached to this report, subject to the completion of satisfactory checks and assessments.
-

### **3. Background**

- 3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.
  - 3.2. Working in partnership with providers from the private and voluntary sector, including out of school care and playgroups has enabled the council to continue to support families with young children.
- 

### **4. Proposals for the Allocation of Funding 2022/23**

- 4.1. Renfrewshire Council continues to support voluntary sector organisations through the distribution of funding for the delivery of services for families with young children.
  - 4.2. For the avoidance of doubt, payments will only be made to those recommended organisations detailed within this report when all satisfactory checks and assessments have been completed. These checks also include financial information and latest Care Inspectorate grades.
  - 4.3. Appendix 1 of this report provides an overview of the proposed allocation of £87,103 for grants to voluntary sector organisations supporting children and families, out of school care services and pre-5 voluntary sector playgroups for 2022/23.
  - 4.4. Appendix 2 attached to the report provides a breakdown of the proposed allocation of £25,603 to the out of school care sector.
  - 4.5. The criteria agreed for the disbursement of the resources for out of school care services continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed by the Policy Board. The Education and Children's Services Policy Board at its meeting on the 15 March 2018 approved a point value of £100 per point. The proposed allocation of funding outlined in appendix 3 is based on a point value of £100.
  - 4.6. Appendix 3 of this report provides a breakdown of the proposed allocation of £2,300 to the pre-5 voluntary sector playgroups and toddler groups.
  - 4.7. Further applications for grants which are under £1,500 will be approved by the Director of Children's Services, using delegated authority on the basis of the council's existing scheme of delegation functions. Any award greater than £1,500 will be presented to future Education and Children Services Policy Board meetings for approval.
- 

### **Implications of this report**

#### **1. Financial**

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

## **2. HR and Organisational Development**

None.

## **3. Community/Council Planning**

- |  |  |
|--|--|
| Our Renfrewshire is thriving                         | - Ensuring the best start in life for children and young people.   |
| Our Renfrewshire is well                             | - Early intervention will lead to healthier outcomes for children and young people.  |
| Our Renfrewshire is safe                             | - The provision of funding to local groups contributes to the development of local communities.  |
| Building strong, safe and resilient communities      | - The quality of community life is enhanced by supporting parents, children and young people.  |
| Tackling inequality, ensuring opportunities for all  | - Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.              |
| Creating a sustainable Renfrewshire for all to enjoy | - Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education. |

## **4. Legal**

The Education (Scotland) Act 1980 empowers the Council to provide a range of grants. Payments will be in line with the Council's Conditions of Grant.

The Council's Conditions of Grant will apply to approved voluntary sector providers, out of school care and play group and toddler groups as detailed in appendix 1, 2 and 3 of the report.

## **5. Property/Assets**

None.

## **6. Information Technology**

None.

## **7. Equality and Human Rights**

A requirement of the Council's Conditions of the Grant is that services comply with the Equality Act 2010.

## **8. Health and Safety**

None.

**9. Procurement**

None.

**10. Risk**

All grant awards issued by the Council are subject to the Council's approved conditions of grant as detailed in Section 4 of this report and to compliance with appropriate risk management procedures.

**11. Privacy Impact**

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

**12. Cosla Policy Position**

None.

**13. Climate Risk**

None.

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**List of Background Papers**

None.

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*Children's Services  
JC/KMcD/LG/KO  
03/02/2022*

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## Distribution of Funding to Support Services for Children and Families 2022/23

Service	Outcome	Funding proposed 2022/23
Home-Start Renfrewshire and Inverclyde	Outreach service for families with children under 5 years	£45,200
Moorpark Community Association Cherrie Children's Day-care	Support to residents from designated data zones in the Moorpark and Renfrew area.	£14,000
Out of School Care Services (appendix 2)	Support to out of school care services in the independent sector.	£25,603
Pre-5 Voluntary Sector Grants (appendix 3)	Support to individual pre-5 voluntary sector providers.	£2,300
<b>Total</b>		<b>£87,103</b>

## Appendix 2

OUT-OF-SCHOOL CARE SUPPORT 2022/23													
Provider Details				Criteria								Total	
Care Inspectorate Provider Name	Name of Group on application form	Care Inspectorate Service Name	SIMD 2021	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zone Area 5 Points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places for New Provider	Holiday cover 1 point per 8 places	Use Schools or Community halls Term Time Only -1 point Year Round -2 Points	Points Accrued	Award Recommended
WACA Scotland Limited	Bishopton After Care Services	Bishopton After Care Service	9	0	0	1.25	5	0	0	5	-2	9.25	£925.00
WACA Scotland Limited	Bishopton Out of School Care Cornerstone	Bishopton Out of School Care - Cornerstone	6	0	0	0.88	6.25	0	0	5	-2	10.13	£1,013.00
Brediland Out of School Club Limited	Brediland Out of School Club Limited	Foxbar Out of School Club	7	0	0	0.50	5	0	0	5	0	10.50	£1,050.00
Carl's Kindergarten Ltd	CK's Out of School Care	CK Childcare	5	0	0	0.63	3	0	0	3	-2	4.63	£463.00
Johann Carr Iva P and J Before and After School Care	Foxbar Outreach Childcare Services	Foxbar Outreach Childcare Services	1	0	5	0.00	4.38	0	0	4.38	-2	11.75	£1,175.00
Lorraine McGrath T/A Glencoats Out of School Care	Glencoats Out of School Care	Glencoats Out of School Care	2	0	5	0.25	5.00	0	0	5.00	-2	13.25	£1,325.00
Gryffe Manor Nursery Ltd	Gryffe Manor Out of School Care	Gryffe Manor Out of School Care	10	0	0	2.25	10	0	0	6.25	-2	16.50	£1,650.00
Hummingbird Out of School Care Ltd	Hummingbird Out of School Care Ltd	Hummingbird Out of School Care Ltd	4	0	0	0.00	3.75	0	0	3.75	0	7.50	£750.00
Unsafe Hands Childcare Ltd	Unsafe Hands Childcare Ltd	St. James Out of School Care	2	0	5	0.63	7.5	0	0	0	-2	11.13	£1,113.00
Unsafe Hands Childcare Ltd	Unsafe Hands Newmains	Unsafe Hands Newmains	4	0	0	0.50	5	0	0	5	-2	8.50	£850.00
Unsafe Hands Childcare Ltd	Unsafe Hands Childcare	In Safe Hands	2	0	5	0.25	3	0	0	3	0	11.25	£1,125.00
Johnstone Out of School Service Committee	Johnstone Out of School Service	Johnstone Out of School Service	4	1	0	0.00	5	0	0	5	-2	9.00	£900.00
Kilbarchan Community Nursery (SCIO)	Kilbarchan Community Nursery (SCIO)	Kilbarchan Community Nursery	6	1	0	0.00	2.5	0	0	0	-1	2.50	£250.00
Parker, Emily	Kilbarchan After School Club	Kilbarchan After School Club	5	0	0	0.00	3	0	0	3	-2	4.00	£400.00
KLAS Care C.I.C.	KLAS Care	Klas Care C.I.C	4	0	0	1.13	5	0	0	0	-1	5.13	£513.00
KLAS Care C.I.C.	KLAS Care C.I.C	Klas Care	3	0	0	2.25	5	0	0	5	-2	10.25	£1,025.00
The Committee of Linwood Community Care	Linwood Community Childcare	Linwood Community Childcare	2	1	5	0.00	4.88	0	0	4.88	-2	13.75	£1,375.00
Momags Kids Club Ltd	Momags Kids Club Ltd	Momags Kids Club at Arkleston	8	0	0	0.00	6.25	0	0	6.25	-2	10.50	£1,050.00
Momags Kids Club Ltd	Momags Kids Club Ltd	Momags Kids Club at Kirklandneuk	1	0	5	0.00	6.25	0	0	0	-1	10.25	£1,025.00
Moorpark Community Association Cherrie Children's Day-care	Moorpark Community Association Cherrie Children's Daycare	Cherrie Children Daycare	1	1	5	5.00	5	0	0	5	-2	19.00	£1,900.00
Ralston After School Care Committee	Ralston Primary Out of School Care	Ralston After School Care	9	1	0	0.88	12.5	0	0	10	-2	22.38	£2,238.00
Roin Ltd	Roin Ltd T/A Jennyswell OSC Lochfield	Jennyswell OSC -Lochfield	4	0	0	0.75	4	0	0	0	-1	3.75	£375.00
Roin Ltd	Roin Ltd T/A Jennyswell OSC Todholm	Jennyswell OSC -Todholm	4	0	0	1.00	6.25	0	0	6.25	-2	11.50	£1,150.00
School's Out Centres Limited	School's Out Centres Limited	School's Out' - Bargarran	5	0	0	2.75	6.25	0	0	6.25	-2	13.25	£1,325.00
School's Out Centres Limited	School's Out Centres Limited	School's Out' - Barsail	4	0	0	2.38	5	0	0	5	-2	10.38	£1,038.00
Strawberry Field Nursery	Strawberry Field Nursery	Strawberry Field Out of School Care	8	0	0	3.88	7.5	0	0	4	0	15.38	£1,538.00
													£25,603.00

**Distribution of funding support services for children and families - pre-five voluntary sector grants 2021/22**

<b>Organisation</b>	<b>Purpose of Grant</b>	<b>Recommendation Award 2022/23</b>
Langbank Playgroup	To support with salary costs and hall rental as well as SPPA insurance and Early Years Scotland Membership. To make a contribution towards the cost of trips and outings, healthy snacks and the annual graduation ceremony.	£500
Langbank Under 3s	To support with operating costs, cleaning materials and the replacement of toys that were damaged when the service was closed due to covid-19.	£500
Johnstone Teeny Tots	To support with increased rent, operational costs and the purchase of healthy snacks.	£500
Barshaw Toddler and Toddler Plus Group	To support the cost of rent.	£300
Lochwinnoch Toddlers Group	To support with additional rental costs due to change in venue.	£500
<b>Total</b>		<b>£ 2,300</b>

