

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

**On:** 31 October 2019

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

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**Heading:** Education Standards & Quality Report September 2019 and  
Education Improvement Plan 2019/20

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## **1. Summary**

- 1.1 In line with the Statutory Guidance: Standards in Scotland etc Act 2000, which covers a series of local authority planning and reporting duties, Renfrewshire's Education Standards & Quality Report (September 2019) and Education Improvement Plan (2019/20) have been developed.
  - 1.2 Both the report and plan align to the National Improvement Framework (NIF) for Scottish education. Self-evaluation information, and a wide range of data was used to report on the progress and impact of our improvement priorities during session 2018/19 and to identify our priorities for improvement for the period 2019/20.
  - 1.3 The Education Improvement Plan contains 4 improvement priorities:
    - Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments;
    - Reduce inequalities and deliver improved health and wellbeing outcomes for children;
    - Develop high quality leadership to promote empowerment at all levels; and
    - Improve employability skills and support all of our young people to enter positive and sustained destinations.
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## **2. Recommendations**

- 2.1 Members of the Education and Children's Services Policy Board are asked to note the content of the Education Standards & Quality Report (September 2019) Appendix 1 and Education Improvement Plan (2019/20) Appendix 2.
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### **3. Background**

- 3.1. The Statutory Guidance: Standards in Scotland etc Act 2000 covers a series of local authority planning and reporting duties which commenced from 1 August 2017.
- 3.2. This places a duty on education authorities to prepare and publish annual plans outlining the steps they intend to take during the planning period. In addition, education authorities are required to prepare and publish an annual report evaluating the progress and impact of the steps taken.
- 3.3. The guidance states that both the plan and the report must seek to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage, in pursuance of the NIF for Scottish education.
- 3.4. Copies of the plan and report are required to be submitted to Scottish Ministers.

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### **Implications of this report**

#### **1. Financial Implications**

None.

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

None.

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

The priorities within the Education Improvement Plan support delivery of the priorities contained within Renfrewshire's Community Plan, Council Plan and the Children's Services Improvement Plan.

#### **4. Legal Implications**

None.

#### **5. Property/Assets Implications**

None.

#### **6. Information Technology Implications**

None.

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

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

None

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*Children's Services  
SQ/MT/KO  
9 October 2019*

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# Education Standards and Quality Report

September 2019



Achieving Equity and  
Excellence in Renfrewshire





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# Introduction

This session we have continued to make very good progress in achieving excellence and equity in Renfrewshire and we are delighted to present our findings in this report. It focusses on the successes and achievements of all our staff, children and young people. It highlights the effective partnership working across and beyond the directorate, with our partners, parents and communities, to improve learning and teaching, raise attainment for all and close the poverty related attainment gap.

We are very proud that our excellent progress was recognised in the inspection report from Education Scotland in February 2019, which evaluated how well we are responding to the **Scottish Attainment Challenge**. The report also highlighted the outstanding use of data to inform our approach which has produced significant year-on-year improvements in listening, talking, reading, writing and numeracy, with the attainment gap closing across most measures. To be the first local authority in Scotland to achieve this excellent rating is testament to the quality of leadership at all levels, our investment in the professional development of our teaching and support staff, and the shared vision of everyone involved.

We would like to thank the staff in every school and early years centre, as well as the central teams, for their hard work and dedication in achieving the best outcomes for all of our children and young people. Staff commitment across the authority to enhancing their own practice is excellent and the impact can be seen in the classroom and across a range of learning environments. Education Scotland have also given their own strong endorsement through a number of very positive school and early years inspections.

As part of the West Partnership, we have been working collaboratively with our partner local authorities to ensure best practice is shared and a greater impact is achieved across a range of educational workstreams. Collectively we are working towards getting it right for every child.

Looking to the future, we will continue to work relentlessly to ensure that there is no poverty of aspiration, ambition or opportunity for Renfrewshire's children and young people. We will strive to embed and support innovative approaches and provide the highest quality of education and care for all.



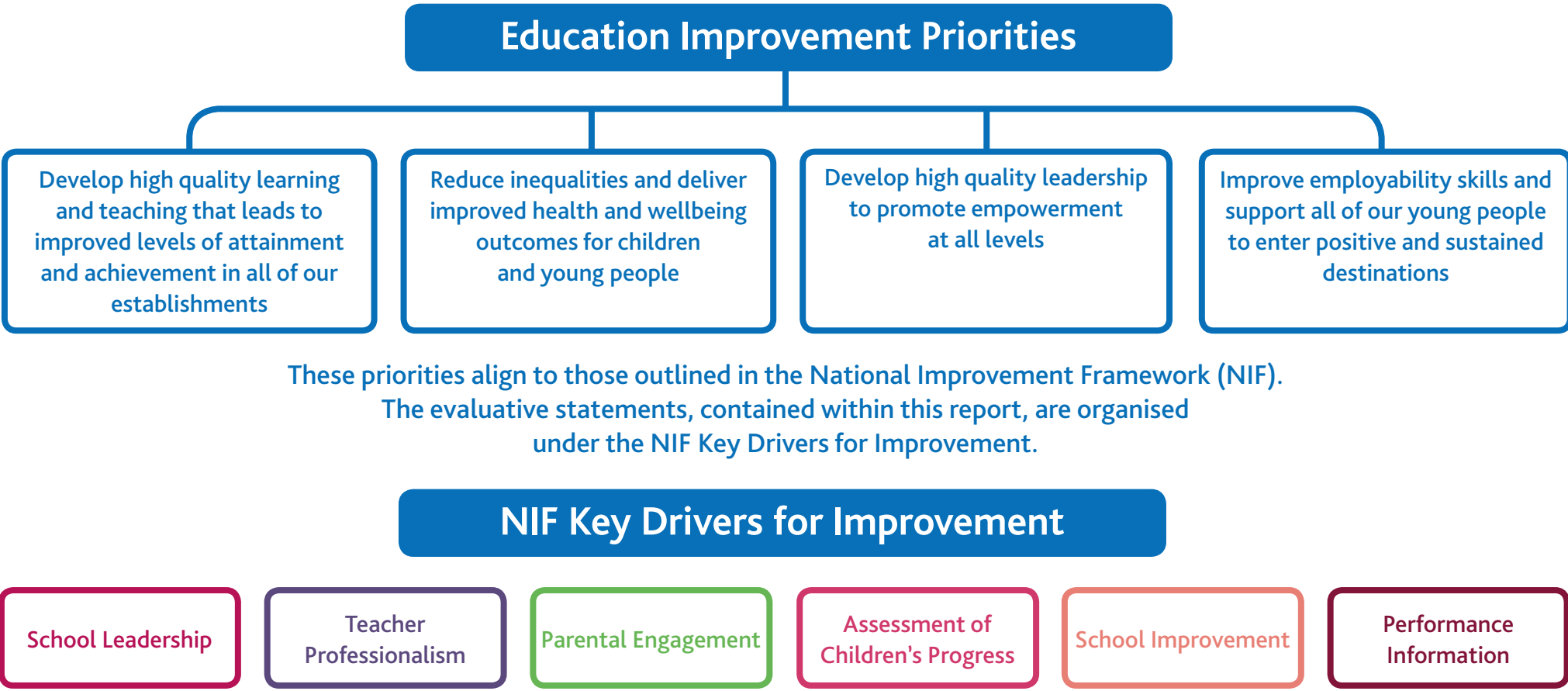
**Councillor Jim Paterson**  
Convener Education  
and Children's Services



**Steven Quinn**  
Director Children's Services

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

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





# Local Context

27,000

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

11 secondary schools

2 schools for children and young people with additional support needs

11 early learning and childcare centres

3,100

full time equivalent staff

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

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

## Scottish Index of Multiple Deprivation (SIMD)

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

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

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

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





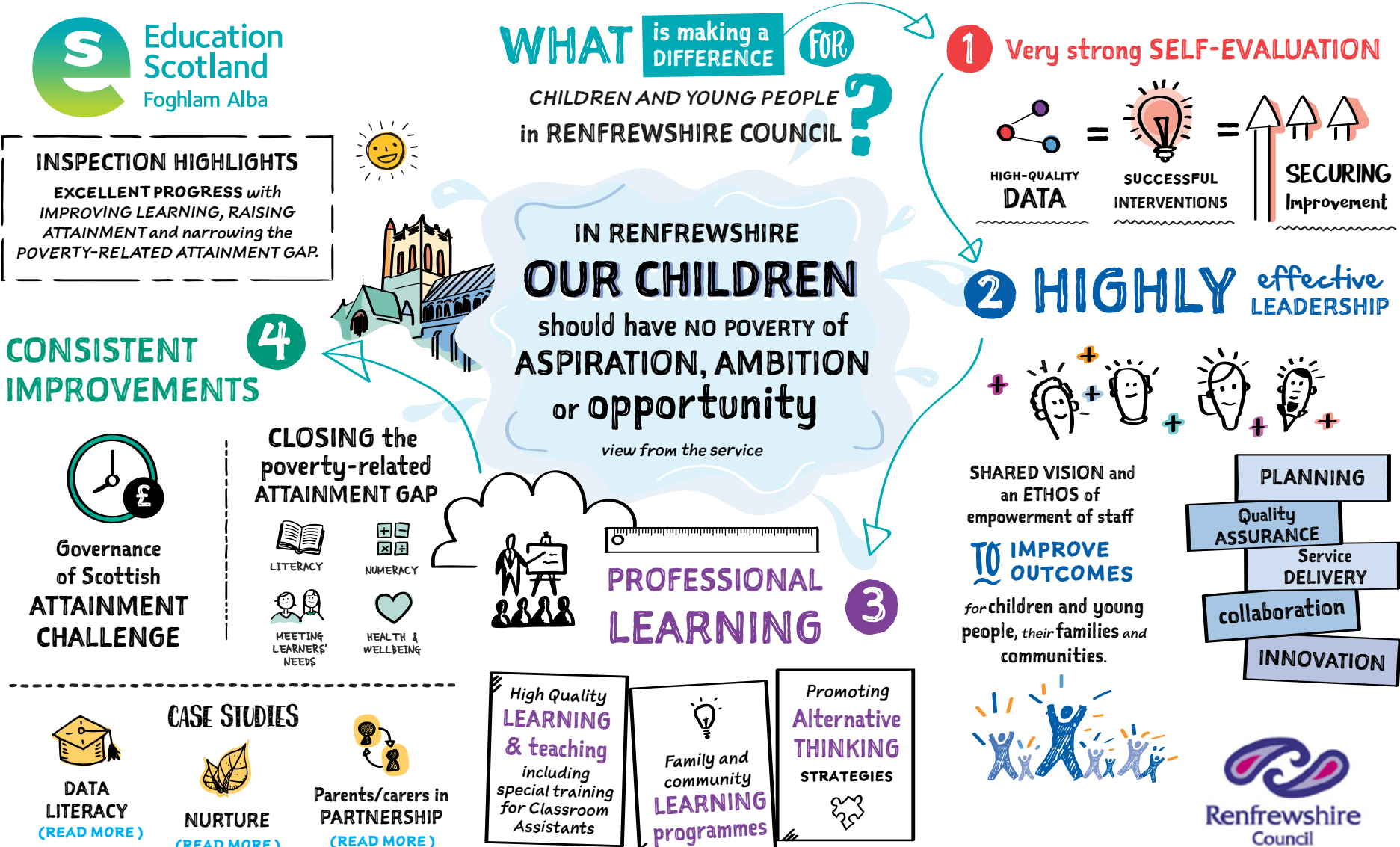
## Education Scotland Inspection of Local Authorities

Renfrewshire Council is making excellent progress with improving learning, raising attainment and narrowing the poverty-related attainment gap. HM Inspectors are confident that the evidence and evaluation to date indicates the following strengths.

### Strengths

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

# First authority in Scotland to be recognised for making 'Excellent' progress





### Attainment Challenge Team

Winners of the Chief Executive's Award 2018



### Sharing Good Practice —some examples

- Director's Engagement events
- Hosting visits from 4 local authorities from Scotland and England
- Approach to parental engagement showcased at West Partnership event
- PEF approach showcased at Poverty, Attainment and Wellbeing series
- Service Safari to Auchenlodment Primary to share the work of the education department
- Attainment Challenge Spotlight on Success and DVD launched

### Renfrewshire Literacy Approach

COSLA Excellence Silver Award 2018—  
'Tackling Inequalities and Improving Health'

Ongoing partnership with University of Strathclyde to deliver high quality professional learning and improve Literacy outcomes for children and young people



### Partnership with Stanford University

Learning visits and the development of Mathematical Mindset cultures in participating primary and secondary schools. Only schools in the UK benefitting from bespoke training developed by Professor Jo Boaler and the 'youcubed' team at Stanford

### Renfrewshire's Nurturing Relationships Approach (RNRA)

Renfrewshire Educational Psychology Service (EPS) was one of only two Scottish authority services to be invited to present at the British Psychological Society's conference 'Wellbeing: Crossing Borders: The work of educational psychologists in the UK'

Amy Nolan, EP, presented RNRA at the XVI European Congress of Psychology held in Moscow in July

RNRA Teacher, Claire McLaren shared the platform for an extended conversation with the Deputy First Minister at a Children & Young People's Collaborative Event

RNRA is a good practice exemplar on Education Scotland's National Improvement Hub







### Pizza Family Learning

Scottish Learning Partnership Good Practice Award

### St. David's Primary School

12 Pupils who participated in Pizza Maths achieved Hi5 Youth Scotland Award Level 2 certificates

### St Anthony's Primary School

Only school in Scotland to be short-listed for an award by the National Autistic society for 'inspirational educational provision'

### Early Level Learning Festival

A very successful Renfrewshire Early Level Learning Festival took place in March 2019. 15 establishments were involved in sharing their practice and 540 staff and leaders attended the event



### Cultural showcase

A very successful Creative Cultural showcase took place in May 2019. Seven schools, primary and secondary, presented their work highlighting their effective collaboration with partners such as Paisley Opera, West College Scotland and Primary Engineers



### Todholm Primary School

Winners of Scottish Education Award 2019—Family and Community Learning Award

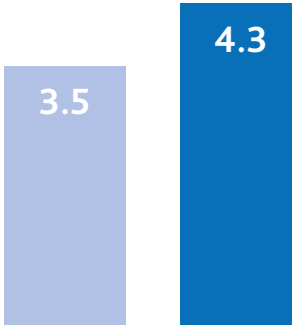
### Education Scotland—Thematic Inspection of Readiness for Empowerment

Very positive feedback on our commitment to developing an empowered education system with the aim of improving outcomes for learners, reducing inequality and closing the poverty related attainment gap

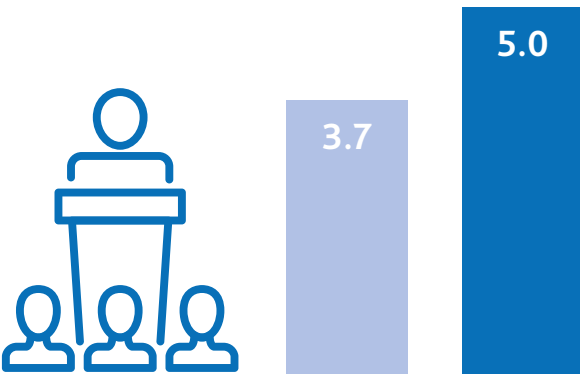
# How did Renfrewshire compare against other local authorities' inspection results in 2018/19?

■ National average inspection score (excluding Renfrewshire) ■ Renfrewshire average inspection score

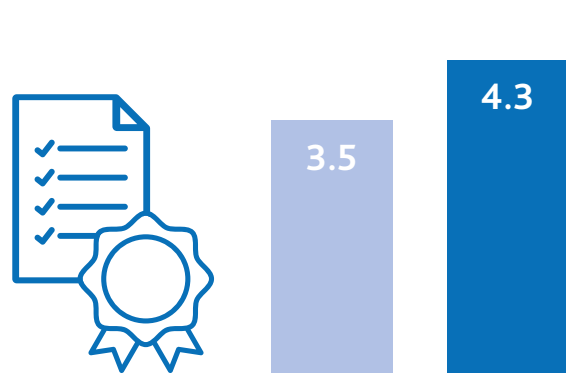
## Learning, Teaching & Assessment



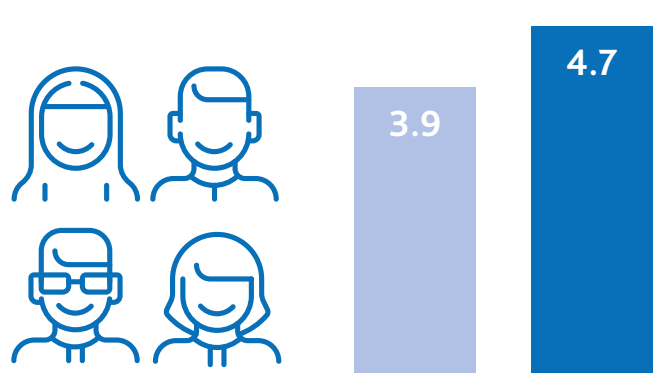
## Leadership of Change



## Raising Attainment & Achievement



## Ensuring Wellbeing, Equality & Inclusion





# Pupil Equity Funding (PEF)

Establishment PEF plans are closely aligned to the attainment challenge priorities which include achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap. This is being achieved through a variety of evidence-based approaches and interventions to improve literacy, numeracy and health and wellbeing.

Renfrewshire has created a culture of school empowerment which encourages and enables leaders to make innovative decisions on available spend, based on sound self-evaluation information. Clear advice has been provided by the central team, HR and Procurement regarding finances, procurement and staff deployment. These arrangements are further enhanced by a dedicated Pupil Equity Fund Coordinator, who has oversight of all Pupil Equity Funding activity and supports the authority and Head Teachers with the central coordination of these funds. Furthermore, Education Managers use a PEF principles check-

list with Head Teachers to support schools to be compliant with the PEF national guidance; responses are used to provide proportionate support where required. Head Teachers participated in another very successful annual PEF learning event in June 2019 where they discussed impact, shared good practice and learning.

Clear trends are emerging, for example, showing that PEF has helped to enrich children's emotional development and there is evidence which demonstrates that PEF interventions/approaches have had an impact on attainment in literacy and numeracy. PEF has also enabled staff to lead change and help build their confidence.

A PEF working group meets regularly to discuss issues relating to staffing, services and goods, and monitors risks associated with the fund. PEF is discussed at attainment challenge governance board meetings which ensures that the fund is being used to address the lack of equity and achieve the strategic priorities of the NIF.

Our procedural and administrative arrangements in relation to PEF are highly effective.

“There are very effective governance arrangements in place for both the Scottish Attainment Challenge and the Pupil Equity Fund. These are well understood at all levels from the Scottish Attainment Challenge Governance Board through to School Improvement Plans. This enables a high level of scrutiny at every level within the structure.”

Education Scotland Inspection Report February 2019

# How well did we do?

## How well did we do?

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

The following sections summarise how well we are doing under each of these drivers as well as outlining our next steps moving forward. This has been informed by the evidence we have gathered through our quality assurance activities and a variety of audit material, including data and external reports from partners, such as Education Scotland.

NIF Key Drivers for Improvement



‘The authority’s outstanding approach to professional learning, building capacity and leadership development has enabled it to ‘grow its own’ promoted staff through providing appropriate training opportunities. It has also achieved very high levels of empowerment amongst teachers, parent/carers and learners through an ethos of distributed leadership.’

Education Scotland Inspection Report February 2019

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

Our highly effective leadership programme builds resilience and supports succession planning. Almost all establishment senior leaders appointed over the last 2 years participated in our aspiring leaders programme. 22 primary Head Teachers (HTs) participated in facilitated learning sets; a process of ‘action learning’ involving reflection

on real challenges in school. Participants were able to influence learning outcomes through knowledge and use of coaching skills & techniques. HTs reported that the most impactful part of the process was the practical application of their learning to real-life situations in school. Each of the 4 established sets have agreed to continue informally next session to work collaboratively to support the process of change in schools.

53 Depute Head Teachers (DHTs) participated in Drummond International Step Back workshops allowing them time and space to reflect on their leadership approaches, develop skills in the co-coaching approach and strengthen relationships with colleagues from across sectors and the authority.

Experienced Head Teachers from primary and secondary were empowered to plan and deliver 2 Leadership & Development Days. This included motivational input sessions and the opportunity to participate in health and wellbeing workshops. Participants reported an improvement in coaching skills, enhanced knowledge of approaches to supporting staff health and wellbeing and extended knowledge of professional texts.

Our Aspiring Leaders’ professional learning sessions were successfully delivered across all promoted positions, including Early Years practitioners. All participants agreed that the training had enhanced their knowledge of effective leadership and the role of the PT/DHT/HT and almost all agreed that it had increased their self-confidence in their leadership capacity and encouraged them to apply for future promoted posts.

A group of identified Heads benefitted from bespoke coaching input. Almost all commented on the positive impact on their daily interactions, decision-making and coaching skills and the establishment of a culture of self-evaluation.

## Supporting young people to develop leadership skills

Targeted young people across 4 secondary schools participated in a Columba 1400 Leadership Academy or Aspirational weekend to develop their leadership capacity and confidence and a variety of skills including resilience, team working, decision making and independence.

Young people’s evaluations report: increased self-esteem, confidence and motivation; improved positive behaviours and attitudes; and an increased sense of responsibility and leadership. Following the Leadership Academy, sustainable projects related to school values will be implemented by staff and young people to bring benefits to others within the school and the wider community.

## Youth Voice

The voice of children and young people is shaping improvement in the authority, through, for example, the Youth Symposium, Champions Board, and the Youth Commission. Youth events and Year of Young Person (YOYP) Legacy programme promoted youth participation in improving learning in schools and communities, volunteering and young citizenship, looking to the past and the future of Renfrewshire’s heritage. Young people were empowered and successfully presented clear actions and recommendations to the Youth Assembly. Young people are given opportunities to influence decision-making on issues affecting their lives.

## Next Steps

- Empower leaders through provision of high-quality professional learning for current and aspiring leaders at all levels including opportunities to participate in Learning Sets and receive targeted 1:1 bespoke coaching
- Roll out the leadership programme for early learning and childcare (ELC) Heads, Deputes and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements of the 1140 hours expansion
- In partnership with Strathclyde University, deliver high quality professional learning for Early Years (EY) graduates
- Further improve the professional learning programme for NQTs
- Provide high-quality professional learning for teachers and support staff in Pedagogy at the Early Stages and Modern Languages 1+2
- Expand the support offered to young people to develop leadership skills and increase levels of participation in schools and beyond

- Provide high quality professional learning for central staff and senior leaders in establishments, in collaboration with other local authorities across the West Partnership through joint capacity building events
- Further empower Head Teachers to design and determine the leadership capacity and structure within their schools. Provide greater flexibility and ensure that decisions made suit the needs of the local community

**“I have learned not to doubt myself, have self-belief and not to say, I can’t.”**

young person

# Teacher Professionalism

**We have created a collaborative culture where all staff are empowered to fully participate in career long professional learning. Approaches to improving literacy, numeracy and health and wellbeing are effective in providing universal, targeted and individual interventions.**

**‘The council’s success in securing significant improvements in educational attainment and achievement for almost all learners is underpinned by a sector-leading approach to professional learning’**

Education Scotland Inspection Report February 2019

## Literacy and Numeracy

Evidence-based approaches to the teaching of reading and writing continue to be embedded and extended. Our partnership with the University of Strathclyde and use of their 3 Domain Model has led to extensive professional learning for staff and the delivery of a consistent and high-quality literacy curriculum for all children. The 3 Domain Model, a tool for thinking about

literacy and learning, supports staff to navigate a broader range of evidence under the 3 domains of cognitive skills and abilities; cultural and social capital; and identity and agency. The University of Strathclyde ‘Dive into Writing Interim Report: September 2017–June 2018’ and ‘Dive into Writing phase 2 evaluation report: September 2019’, detail the positive impact of the Renfrewshire Literacy Approach on pedagogy and attainment. 22 bespoke support sessions have been provided across 15 schools incorporating areas such as book banding, Dive into Reading and Dive into Writing. There is clear evidence of increased attainment in participating schools while closing the poverty-related attainment gap.

In numeracy, a similar approach is in place based on the 3 Domain model. Evidence based approaches are being implemented to promote attainment and achievement in all 3 domains. Modelling and Coaching Officers (MCOs) provide professional learning and in-class support for Early and First Level Stages of Arithmetical Learning (SEAL) to further extend the reach of the training and support effective implementation of this approach. Pre and post questionnaires indicate that all participants rated the training either very good or excellent and reported that

their confidence in using SEAL approaches had increased. MCOs have also provided targeted support to schools in areas of high deprivation.

Our exciting new partnerships with Stanford University and The Winning Scotland Foundation are leading to increased knowledge and understanding of how to develop Mathematical Mindset cultures in participating primary and secondary schools. Our schools are the only schools in the UK benefitting from bespoke training developed by Professor Jo Boaler and the ‘youcubed’ team at Stanford. Maths Camps in Renfrewshire, involving children from 6 primary schools, provided immersive experiences in learning mathematics and opportunities for children to collaborate and be creative.

A comprehensive programme of professional learning for classroom assistants, in effectively supporting literacy and mathematics, has been highly successful. This shared understanding of both the terminology and pedagogy has allowed teachers and classroom assistants to work effectively together to support children’s learning in literacy and mathematics across the curriculum. All classroom assistant participants indicated an increase in both knowledge and confidence post training.

# Teacher Professionalism

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

## Health and Wellbeing (HWB)

Led by the Educational Psychology Service (EPS), Renfrewshire’s Nurturing Relationships Approach (RNRA) continues to achieve its strategic aims and improve outcomes for children and young people in participating schools. 87% of our schools are now engaged in RNRA and 6 Nurture pathfinders are now in phase 4 of implementation and are effectively developing practice. The RNRA Early Years strategy has been developed and is being implemented. All schools participating in RNRA have an action plan and improvement methodology is being used to plan, implement tasks and evaluate impact. Provisional results from Doctoral Research suggests a positive impact on pupils’ social, emotional and behavioural

functioning, and changes in staff practice. This sustainable approach to nurturing relationships in educational establishments is resulting in changes to school policy, staff practices and increasing levels of wellbeing in children and young people. RNRA promotes an understanding of attachment theory, stress and early trauma which enables staff to promote equity.

**“Lots of great ideas and strategies to use in the classroom to support the individual needs of pupils who have experienced trauma and ACEs.”**

Teacher

**“Nurture is looking after people and learning.”**

Pupil

The Promoting Alternative Thinking Strategies (PATHS®) programme is now being successfully used in 27 primaries and 1 ASN school. Evaluation data, including case studies, provides evidence that the programme is impacting positively on children’s self-regulation, emotional awareness and interpersonal problem-solving skills. 161 children have received PATHS® Pals training and are now supporting other children in the playground with PATHS® strategies. 159 parents attended a PATHS® parent information session across 12 schools equipping them with skills and strategies to help their child use the strategies at home. Almost all primary establishments are now formally teaching social and emotional literacy using programmes such as PATHS®, Emotion Works and Bounce Back.

**“You can talk to staff and teachers. They help you with your emotions.”**

Pupil



The Health and Wellbeing Development Officer has impacted very positively on the service and leads on a wide range of HWB activities. To promote positive mental health, we are working in collaboration with the EPS and stakeholders to provide a model for schools that includes NHS Greater Glasgow & Clyde (GGC) Healthy Minds framework for early intervention and aligns with the recommendations from the Mental Health Strategy 2017-27. Establishments have been provided with a mental health resource and supplementary toolkit to ensure that all staff working with children and young people receive the same high-quality professional learning experience by December 2019. This will help support the ambition that all children and young people receive the right help at the right time.

In line with Scottish Government's commitment to LGBTI (lesbian, gay, bisexual, transgender, intersex) Inclusive Education, we have provided training for secondary staff and will provide LGBTI awareness raising training for primary establishments and professional learning on tackling homophobic, bi-phobic and transphobic bullying. 5 secondary schools and 3 primary schools are currently pursuing LGBTI Charter Award.

Progressive and coherent 'substance misuse' planners have been developed in partnership with GGC Health colleagues. These are aligned to the national Curriculum for Excellence (CfE) benchmarks and are being trialled in schools.

In response to the national Personal and Social Education Review, we are consulting with young people in Renfrewshire through peer-led focus groups. This will lead to development of a 'Framework for Personal and Social Education in Renfrewshire'.

Following extensive consultation with children and young people, the updated Tackling Bullying Policy was approved in August 2018 and implemented in all schools for the 2018/19 session. Schools are required to develop their own policy which reflects the corporate policy but fits the context of their school. Almost all schools have now completed these local policies and consulted with children, young people and parents as part of the development phase. The improved reporting of bullying incidents is one indicator of increased awareness of what bullying behaviour looks like. We will continue to monitor bullying incidents so that any common issues can be identified, and good practice shared.

### Newly Qualified Teachers

A refreshed Newly Qualified Teacher (NQT) induction and professional learning programme was successfully implemented. NQT evaluations were very positive and all agreed that they were well supported to carry out their role. Almost all NQTs attained a satisfactory outcome. A Development Officer provided high quality professional learning for NQT mentors and provided intensive support for targeted NQTs.

### Language Learning in Scotland: A 1+2 Approach

The 12-week training programmes in Spanish, French and German were successfully delivered to support teacher confidence in teaching additional languages and in language development. All participants evaluated the training highly and almost all primary schools are currently implementing a second language (L2).

### Exploring Pedagogy in Primary 1

In partnership with the University of Strathclyde, Phase 3 training has been rolled out to develop early learning pedagogy in a further 9 primary schools.

Practice in Primary 1 classes is informed by the training and appropriate learning environments have been created. Children's learning experiences have been enhanced through greater involvement in their learning and optimising opportunities to develop independence, resilience and confidence. 'Pushing Play into Primary 2' training supported schools to take the approach beyond Primary 1, building on the independence and child's involvement in their own learning previously developed during Primary 1.

Teachers' evaluations highlighted the benefits of: learning and sharing practice with other teachers; the 'how to' examples of effective observation; school visits and support from programme mentors; and learning from other schools and teachers outwith their immediate cluster. As a result, pedagogy at the early stages has improved in almost all primary schools.

### Next Steps

- Provide high quality professional learning for staff at all levels with a particular focus on literacy and numeracy
- Develop and strengthen our partnership with The Winning Scotland Foundation and Stanford University in the field of Mathematical Mindsets
- Support targeted groups of children and young people to improve digital literacy and information literacy skills via the school libraries attainment team
- Continue to develop Renfrewshire's Nurturing Relationships Approach (RNRA); extending to the Flexible Learning Continuum; Early Learning and Childcare Centres (ELCC) and Partner providers; and further developing trauma-informed practice within RNRA (Educational Psychology Service [EPS])
- Introduce an RNRA accreditation framework (EPS)
- Implement Education Scotland's "Connected Compassionate Classroom Curriculum" (EPS)
- Develop a Renfrewshire delivery model for mental health, in partnership with EPS and NHS partners

- Provide high quality professional learning and resources, to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing. This includes areas that can impact on mental health e.g. LGBTI, substance misuse, understanding self-harm and suicide
- Support schools to develop the emotional literacy of children and young people across all sectors through high quality professional learning and evidence-based resources and approaches
- Develop a 'Framework for Personal and Social Education in Renfrewshire', in collaboration with teachers, Renfrewshire Youth Services and Education Scotland
- Support development of a second language (L2) and a third language (L3) in targeted school clusters through: employing language assistants and educational trainees; revision training; and provision of access to funding to support effective cluster-based initiatives
- Extend the 'Exploring Pedagogy in Primary 1' training to include almost all primary schools. Provide professional learning for the EY teaching team to ensure sustainability of the approach across schools

# Parental Engagement

‘Staff are using a very wide range of universal and targeted family learning opportunities to successfully support the most vulnerable learners. Targeted family learning programmes in partnership with community learning and development, including Pizza Reading and Pizza Maths have supported the families in greatest need to engage much more effectively with school.’

Education Scotland Inspection Report February 2019

**Parents/carers who have engaged in Pizza Family Learning Programmes report that they feel much more confident in school and are better able to support their children in reading and numeracy.**

Head Teachers report that children are more engaged in their learning, they are becoming more independent and taking more responsibility for their own learning. Impact is further evidenced through case studies, family learning plans and an evaluation report from the University of the West of Scotland.

Schools and partners worked together to identify and support families into wider learning opportunities which increase the families’ capacity to cope and succeed, for example, Triple P and Parenting Matters. Parents’ confidence and communication skills have increased as a result of participating in the sessions. Head Teachers have reported an increase in parental engagement with families that don’t usually engage with school.

The Parents in Partnership (PIP) programme continues to increase the capacity of parents to support their child’s learning at home. 150 families have successfully engaged with PIP programmes across 11 schools from S1-S3 – this represents a significant increase in numbers from the previous session. Six parent volunteers (‘Just Parents’ Group) have been recruited and trained to support the PIP programme. Key conversations between school staff, Transition Teachers and Just Parents volunteers have been invaluable in identifying next steps to improvement.

“This has been a very worthwhile experience for me. With a very anxious child, worrying about starting high school, this has given

me good insight into the school which I can use to ease the mind of my child.”

Parent

Inclusion Support Assistants (ISAs) support vulnerable young people and their families across 9 secondary schools. Support is targeted at young people who are struggling with attendance, exclusion or difficult home circumstances. They skilfully develop trust and positive relationships with parents/carers. Feedback from parents/carers is very positive. They are appreciative of the work which ISAs do and report improvements in children and young people’s engagement with their family and with their school. In most cases, ISAs succeeded in engaging positively with parent/carers.

“I don’t know what I would have done without the support of the ISA last year. There is a massive improvement in my son’s attendance at school.”

Parent

# Parental Engagement

We have developed a new parental engagement, involvement and family learning strategy in line with the new ‘Learning Together’ national guidance. Our strategy ‘Walking Together with Parents in Renfrewshire’ was devised in collaboration with a range of stakeholders including Renfrewshire parents, parent council representatives and the National Parent Forum Scotland. Furthermore, a new digital resource is currently being developed to support establishments in effective parental engagement, involvement, and family learning, to showcase interesting and effective practice from across Renfrewshire and the West Partnership, and to support parents in their child’s learning journey.

The ‘Walking Together with Parents in Renfrewshire’ strategy can be accessed via <https://blogs.glowscotland.org.uk/re/renqualityimprovementframwork/files/2019/08/RenCouncil-ParentsStrategy-BrochureA4-1.pdf>

Parent Council chairs are regularly briefed and consulted on progress in taking forward improvement priorities by Children’s Services’ Directorate. All establishment heads consult with parents on establishment improvement priorities and plans and some are using innovative ways to broaden this consultation to the wider

parent body. This ensures that parents have the opportunity to support and challenge the improvement agenda.

Youth services delivered a successful family learning programme in targeted secondary schools for young people and their parents/carers. ‘Come Dine with Me’ focussed on the development of confidence and communication as well as life skills including budgeting, food hygiene and cooking.

## Next Steps

- Launch and roll out the new parental engagement, involvement, and family learning strategy, ‘Walking Together with Parents in Renfrewshire’ across all establishments in line with ‘Learning Together’ national guidance
- Continue to support active collaboration and engagement with parents and families to support their child’s learning
- Extend the scope and reach of the Pizza Family Learning Programme in targeted primary schools
- Finalise the new Parental Engagement digital resource in collaboration with a range of stakeholders across Renfrewshire and the West Partnership

- Review initial engagement and success of PIP at Transition with relevant stakeholders and plan next steps
- Engage more parents from remaining secondary schools to volunteer for ‘Just Parents’ group in session 2019-20
- Deliver community-based youth activities, for young people and parents, through Youth Services
- Support English as an Additional Language (EAL) children and families to improve reading skills

# Assessment of Children’s Progress

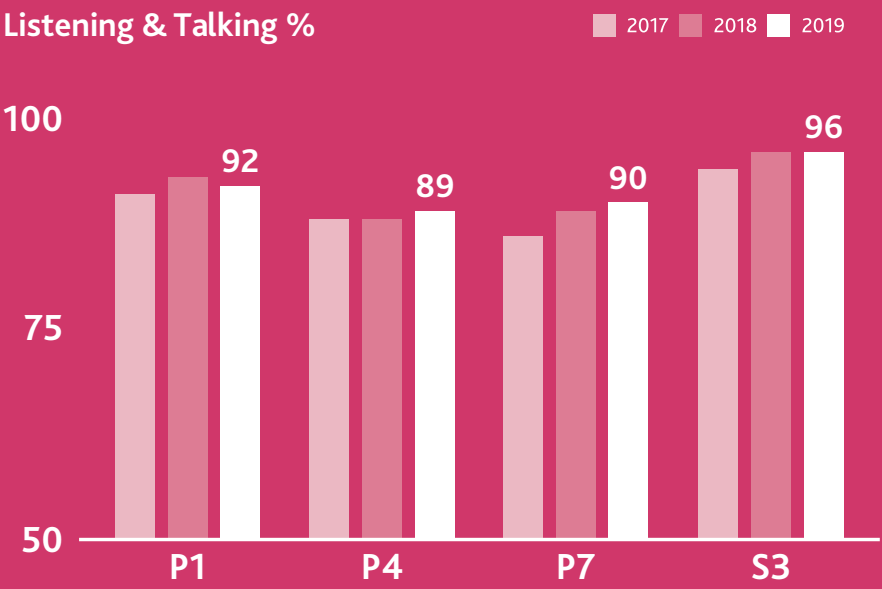
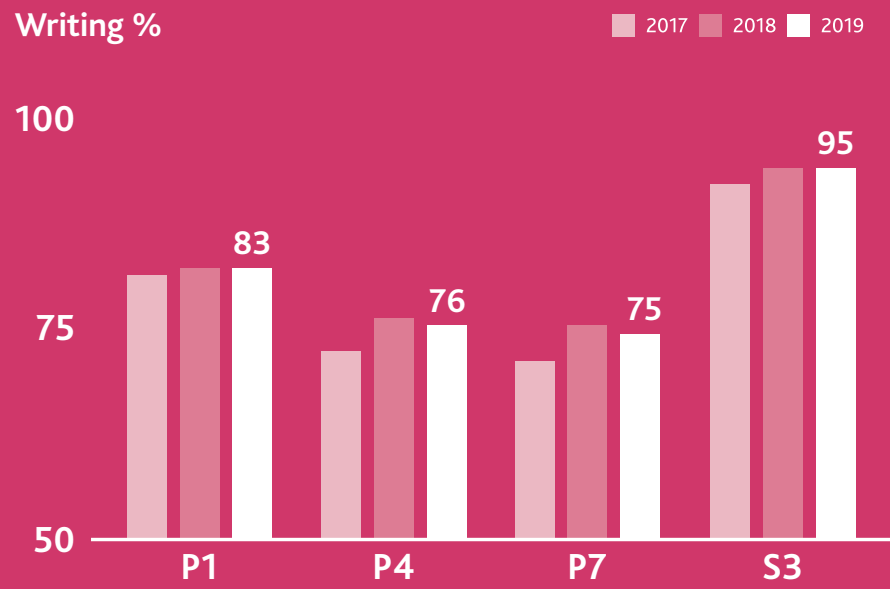
## BGE Attainment

P1–S3

The percentage of pupils achieving the expected CfE level for their stage has increased over 3 years in all curricular areas and stages.

‘Headteachers feel empowered, valued, supported, and challenged. They have a very good awareness of the impact of poverty on outcomes for children and young people in their schools. They are knowledgeable about how this affects their own schools as well as other schools in their quartile. In turn, they have a deep understanding of the individual needs of their children, young people and families.’

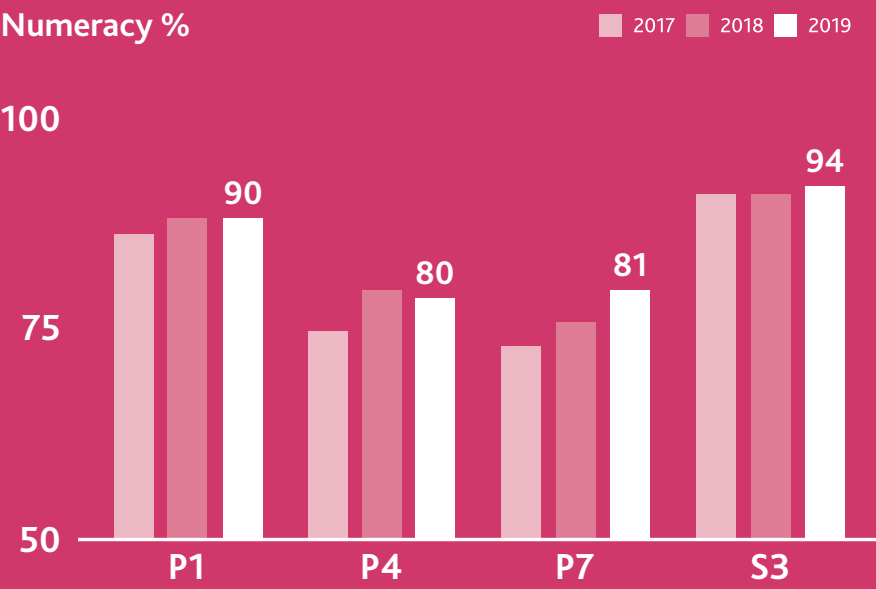
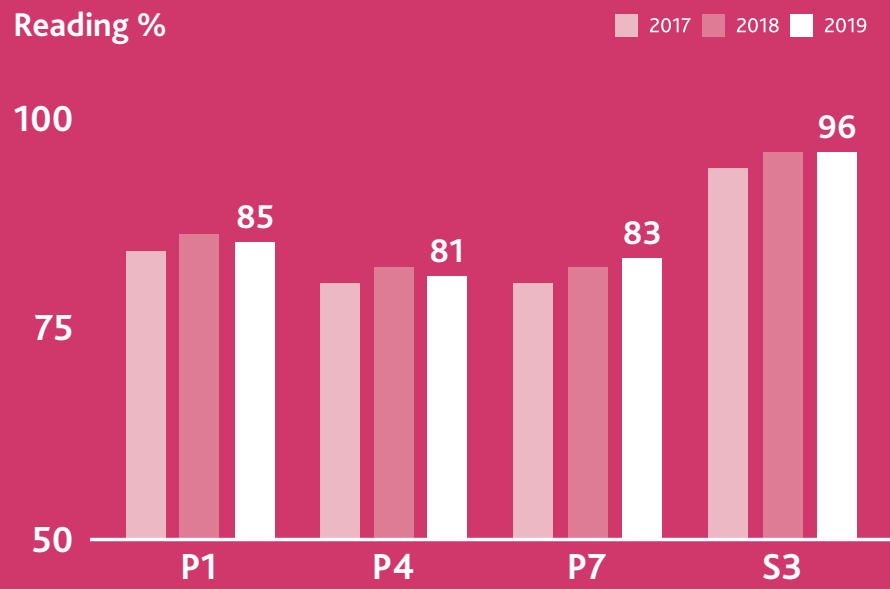
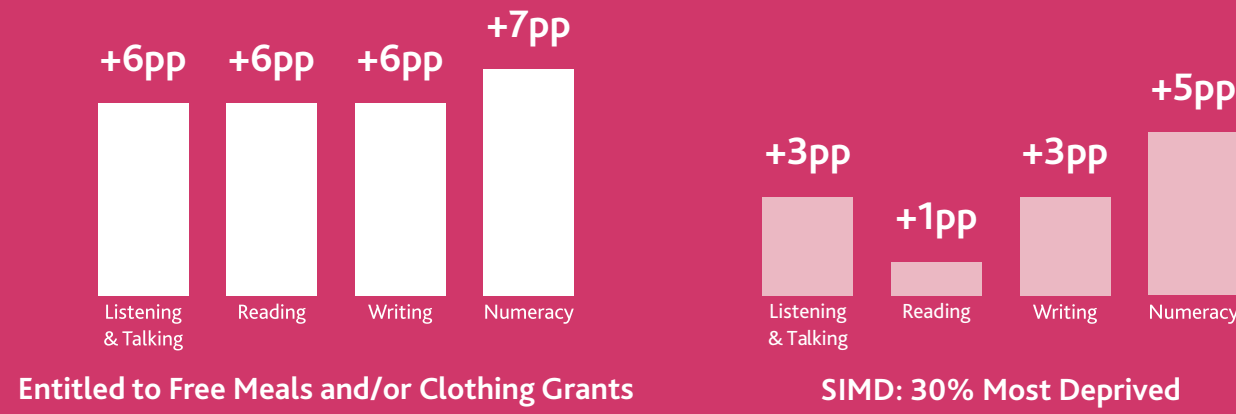
Education Scotland Inspection Report February 2019



## Attainment Gaps: Teacher Judgements

Percentage Point Change in % Achieving Expected CfE Level 2017 to 2019

Attainment of most deprived pupils continues to increase





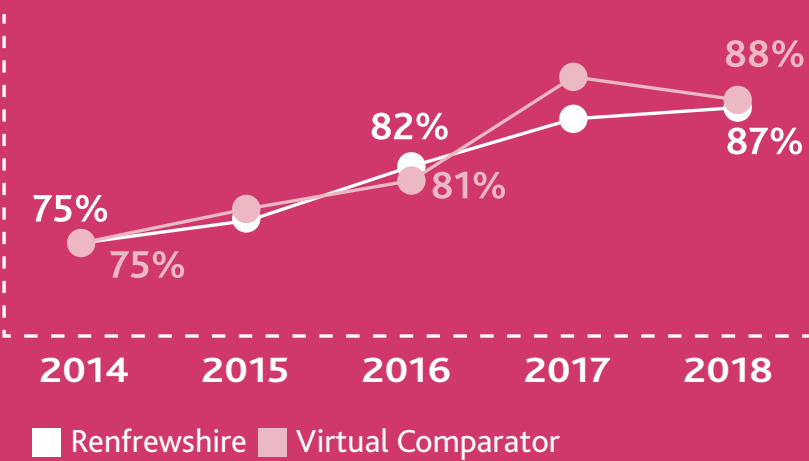
Assessment of Children’s Progress

School Leavers

S4–S6

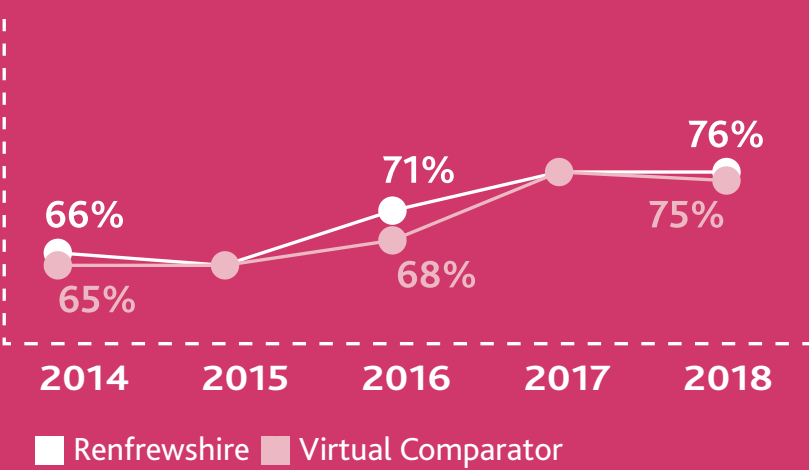
% Leavers Achieved Level 5 Literacy

Up 12 percentage points over 5 years  
in line with Virtual Comparator



% Leavers Achieved Level 5 Numeracy

Up 10 percentage points over 5 years  
in line with Virtual Comparator



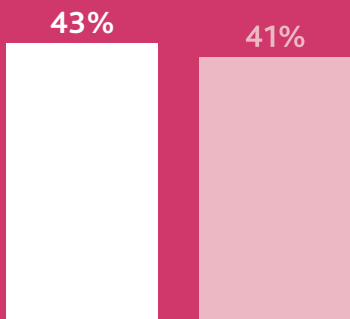
Assessment of Children’s Progress

93% of 2017/18  
school leavers  
went on to positive  
desinatons



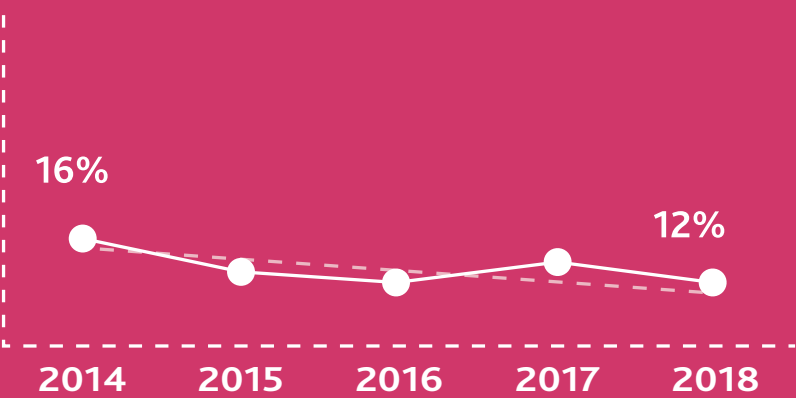
% of 2017/18  
school leavers  
entering Higher  
Education

Renfrewshire  
National

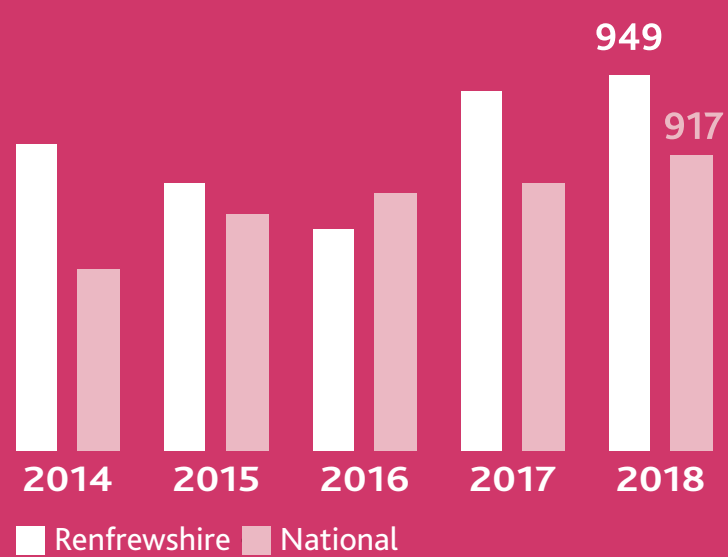


% Leavers with Attainment  
at SCQF Level 5 or better

Gap between SIMD 30% Most Deprived & 70%  
Least Deprived in line with Virtual Comparator



Average Total Tariff–All Leavers



Assessment and Moderation

All teachers continue to develop confidence in making effective judgements about children's progress. Very good moderation activities are being provided at establishment, cluster, and West Partnership level. A robust and comprehensive Renfrewshire model of moderation has been developed. Participants are now more skilled in the effective use of moderation to inform learning, teaching and assessment and are signposted to best practice through the work of the Quality Assurance Moderation Support Officers (QAMSOs), Renfrewshire's moderation events, the Learning and Teaching website and through West Partnership moderation activity.

All Renfrewshire participants in the West Partnership programme agreed that this professional learning has allowed them to reflect on their own learning and teaching and that their confidence has increased in the integrated approach to learning, teaching and assessment.

High quality professional learning has been provided in holistic assessment and moderation. Participants understand holistic assessments and use them more confidently to inform and improve learning and teaching. Furthermore, lead practitioners in assessment and moderation use that expertise to lead staff training within their own establishments/clusters, thus building capacity across the authority. Primary Head Teachers were provided with the evaluation of the moderation activities and advice to enable them to continue to confidently support moderation processes within their own schools. This will be extended to the Early Years and Secondary sectors.

Development Officers continue to support this work across literacy, numeracy, transitions and assessment. As part of the Quality Improvement Framework (QIF), Education Managers offer advice, support and challenge to schools to improve and refine Renfrewshire's model.

Supporting targeted children and young people at key transitions to close the poverty-related attainment and achievement gap

Ten Transition teachers work successfully across primary and secondary schools to support curricular transitions for targeted children and young people. This has had a significant impact, building increasingly strong relationships between schools and parents/carers, and encouraging greater family and parental engagement. Data analysis shows 100% of targeted children are improving their key literacy and numeracy skills. 92% of parents of target children agree that Transition Teacher support should be continued. The Renfrewshire Learning and Teaching website has been developed to share the projects and practice more widely. High quality professional learning and good practice sessions have resulted in greater consistency in the quality of service being delivered. Qualitative data shows improvement in relationships and joint working between sectors.

Supporting Inclusion of vulnerable Children and Young People

In line with inclusion, social justice and school empowerment, the Additional Support Needs (ASN) review is progressing via a project plan to engage stakeholders in key workstreams and extensive consultation. A number of effective workstreams have made very good progress in taking forward the key areas of the ASN review. These have focussed on developing a locality model, reviewing staffing, and stakeholder engagement. 450 staff have participated in person-centred planning sessions to ensure that their views can be incorporated into the emerging model. These sessions have been positively evaluated. Well-attended engagement sessions have also been held with parents and pupils. The successful LISN (Locality Inclusion Support Network) pilots in two school clusters have been evaluated and will be developed in the coming session.

A pilot of wellbeing assessment training was delivered to 25 Head Teachers and Pupil Support Coordinators on information sharing and to improve the quality of wellbeing assessments. This was highly evaluated and will be rolled out next year.

A successful pilot to modify Flexible Learning for senior phase, by working more closely with partners, has improved outcomes for targeted young people. Through effective engagement with a range of partners, such as Barnardo's, Skills Development Scotland, West College Scotland and Q Bikes, successful learning opportunities have been provided for targeted young people in Flexible Learning provision. These opportunities have improved their readiness for transition to a positive destination. Furthermore, the development of the innovative Family Firm approach has enhanced this pilot for looked-after children. 10 of the most vulnerable young people successfully completed the Prince's Trust Achieve programme.

Early Level Transition leads are supporting targeted nurseries and schools to improve collaborative planning and smooth transition from Early Years to Primary 1. A tracking tool is being developed to ensure that accurate and relevant information is tracked and then used to improve children's attainment and achievement. It will also give children and families a voice and enable key health and wellbeing information to be passed onto P1 practitioners.

Counselling services

Counselling services are provided in all secondary schools by Lifelink. Place2Be counselling services are present in 6 primary and 1 secondary school. These services are supporting improvements in the emotional wellbeing of children, young people, staff and families. Place2Be provided professional learning and consultation sessions on 'Creating a mentally healthy school' for senior leaders and class teachers in targeted primary and secondary schools.

Care Experienced Children and Young People

An intensive family support service to support targeted children and young people who are care experienced has been established. The 'Support to Promote Attendance/Attainment for the Care Experienced (SPACE)' service will work with care experienced children and young people to improve attendance and attainment. A small grant fund has supported care experienced children and young people to access a variety of extra-curricular activities, tutoring and access to ICT equipment.

Professional learning was provided by Sleep Scotland to upskill a range of practitioners in supporting children and young people with positive sleep hygiene. Almost all practitioners stated they were very satisfied with the training and found it informative and helpful.

In partnership with Aberlour, a bespoke attainment mentoring programme has been established to improve outcomes for targeted children and young people by providing mentoring support to raise attainment and improve their life chances. All care-experienced children aged 0-5 years have access to their own library of books in partnership with the Dolly Parton Imagination Library. This initiative is successfully promoting early literacy skills to support readiness to learn.

Next Steps

- Further support establishments to narrow the gap for disadvantaged groups of children and young people
- Support and improve approaches to assessment and moderation by further developing practitioner skills in planning and assessment with a particular focus on Early Years and Secondary sectors
- Support targeted children and young people at key transitions to close the attainment and achievement gap

- Continue to coordinate the delivery of counselling services across all secondary schools and targeted primary and special schools
- Progress the review of Additional Support Needs (ASN) and roll out Locality Inclusion Support Networks (LISN)
- Update the Physical Intervention Policy in line with national guidance and implement an agreed accredited model of staff training
- Provide enhanced support to care experienced children and young people through an intensive family support service, leadership opportunities and a bespoke mentoring programme
- Implement the national HWB census and collaborate with the West Partnership to use the results to inform improvement

School Improvement

Almost all Education Scotland inspections carried out in Renfrewshire establishments during session 18/19 resulted in evaluative gradings of 'Good' or better.

Quantitative data gathered for all of our primary and secondary schools demonstrates that:

- QI 1.3 Leadership of Change  
Almost all of our schools evaluated as Good or above
- QI 2.3 Learning, teaching and assessment  
Most of our schools evaluated as Good or above
- QI 3.2 Raising attainment and achievement  
Most of our schools evaluated as Good or above

Renfrewshire's Quality Improvement Framework (QIF), implemented across all sectors is delivered through a range of quality improvement activities and resources which focus on delivery of the NIF priorities. The framework ensures consistency and rigour to support the ongoing cycle of self-evaluation and improvement planning across our establishments.

“The council's work has been strongly supported by its highly effective self-evaluation and quality improvement approaches.”

“The central team of authority officers is strongly focused on improvement and rigorously discusses data regularly with schools, including a focus on the local evidence for impact of Scottish Attainment Challenge and Pupil Equity Funding.”

An enhanced quality improvement approach has led to significantly improved consistency in quality improvement, self-evaluation and school improvement planning across Children's Services.

Education Scotland Inspection Report February 2019

The QIF includes 3 focussed visits to all establishments each session in addition to a programme of establishment reviews. As a result, Education Managers have very good knowledge of their link schools including context, staffing, attainment levels, PEF plans and key strengths and areas for development. The visits to each establishment have allowed robust discussion with staff, scrutiny of school data and observation of learning and teaching. This has led to an increase in confidence, across the Education Manager team, in evaluating the quality of link establishments and in supporting improvement.

Learning visits have provided opportunities for managers and heads of establishments to observe lessons together and moderate the quality of learning and teaching. This collaborative approach is further enhanced through the grouping of schools into families, empowering establishment heads to improve leadership and learning and teaching.



Establishment Heads have been consulted on the framework since the outset. Almost all evaluated the framework very positively, particularly the way it offers proportionate support and challenge to bring about improvement. Minor changes, in response to the feedback will be made to the framework moving forward into session 2019-20, including introduction of different focus QIs to meet the needs of individual establishments.

Three very successful two-day West Partnership joint capacity building events took place for the central teams and senior managers from selected schools in Renfrewshire and Inverclyde. Participants worked collaboratively to moderate classroom observations focussing on learning and teaching across primary, secondary and special schools. Evaluations of the events indicated that participant skills in learning observation and evaluative writing improved and the opportunity to share good practice was valued. These events were facilitated and supported by Education Scotland.

Find out more about the collaboration work between Renfrewshire and Inverclyde Council by visiting Renfrewshire's Quality Improvement website. <https://blogs.glowscotland.org.uk/re/renqualityimprovementframwork/files/2019/08/RenCouncil-TheWestPartnership-CaseStudy1-v1.pdf>

**School improvement planning is done in collaboration with teachers and parents**

All establishment Heads involve staff in the development of their improvement plans. This includes self-evaluation activities during collegiate sessions and in-service days. The impact and effectiveness of these activities varies across establishments. All establishments have systems in place to involve children, young people and parents in self-evaluation and decision making leading to an enhanced sense of ownership. Establishments are making increasing use of resources such as 'How Good is OUR school?' and 'Learner Participation' to support improvement in the participation of children and young people in self-evaluation and school improvement.

Updated guidance from the central team was issued in April 2019. This continues to emphasise the expectation that there is meaningful collaboration across the school community in all establishments. Scheduled link Education Manager visits, a QIF website, and use of social media, facilitates the sharing of effective practice and consequently the extent of collaboration is increasing.

**Implement Renfrewshire's expansion of early learning and childcare from 600 hours to 1140 by 2020**

Renfrewshire's early learning and childcare expansion plan continues to ensure that quality is at the heart of service delivery. To date, just over 600 children have accessed 1140 hours of high-quality early learning and childcare. This is being provided across 22 local authority, and 14 partner, establishments. The increased provision is having a positive impact on children and parents. Children are experiencing deeper and extended learning opportunities, thus supporting them to achieve their full potential. The extended hours are enabling parents to secure employment and training and/or providing personal time to promote

wellbeing. Parents are also benefiting financially as the increased hours have resulted in a reduction or a complete withdrawal of childcare costs.

Staffing models and requirements for all Early Years establishments have been finalised and agreed. Approximately 100 additional Early Years staff have been appointed to date to support the expansion. Recruitment events successfully supported the recruitment of support workers and Early Years practitioners. 25 additional graduates have been appointed to support identified Early Years establishments.

Effective practice is shared and used to improve quality across all Renfrewshire Early Years establishments. A very successful Renfrewshire Early Level Learning Festival took place in March 2019. 15 establishments were involved in sharing their practice and 540 staff and leaders, including West Partnership staff, attended the event.

A West Partnership 'Funded Provider Forum' was recently established to work with independent providers to share and collaborate on practice relating to the 1140 expansion. This new forum has been successfully received by the providers across the West Partnership.

**Improve employability skills and support**

All of our young people to enter positive and sustained post-school destinations.

The percentage of school leavers entering positive destinations was 93.1%, an increase of 0.3 percentage points since 2016/17. Renfrewshire continues to have a higher proportion of pupils entering higher education than the national figure. In 2017/18, 43% of Renfrewshire leavers entered higher education compared with 41% nationally.

To increase uptake and retention of vocational courses, a very successful pilot took place involving course delivery in school by college staff. The course had the maximum number of students and 100% retention. Vocational programmes successfully increased retention rates in session 2018-19. This model, involving an element of school-based delivery, will continue and be further rolled out.

In reviewing current provision for work experience, a few schools have been successful in providing more flexible approaches and increased personalisation in learner pathways. This bespoke approach allows young people across the senior

phase to be offered opportunities for relevant work placements and experience at different times. Effective links with the Council's Community Benefits forum have provided increased opportunities for work placements and potential future employment.

Working in partnership with West College Scotland, 7 Foundation Apprenticeship frameworks are now being offered for session 2019-20 to provide more flexible approaches to learning, and increased personalisation across a range of career pathways.

To maximise school leavers' skills to meet the needs of employers, schools are increasingly offering new courses presenting a wider range of accredited personal achievement opportunities for young people. These include shorter duration courses, for example, Horticulture and Early Learning and Childcare. A few schools are offering aspects of accreditation of the SQA Health and Wellbeing course through their Personal and Social Education programmes and/or PE.

Consortium arrangements were reviewed and refined to ensure that the requirements and entitlements of young people were met. As a result of more robust processes being in place, more young people undertook Advanced Highers which were linked to their preferred future pathways and there was a decrease in the number of young people opting out of Advanced Highers.

Schools are increasingly using *the Career Education Standard 3-18* so that teachers have a greater understanding of their role in supporting all young people into positive and sustainable destinations post school. Through Quality Improvement visits and school reviews, there is evidence that the language of skills is increasingly being used by teachers and, in best practice, skills for life, learning and work are being explicitly taught. In best cases, children and young people can articulate which skills they are developing and how they might apply them in different contexts.

### School Estate Management Plan

In May 2019, the Education and Children's Services Policy Board approved the new school estate management plan. This plan outlines the service's aspiration for its learning estate with proposals designed to ensure that schools and early learning and childcare centres are fit for purpose; providing the best possible environments for our children and young people to reach their full potential. A focus over the last year has been the development of plans to enhance the service's early learning and childcare infrastructure; supporting the delivery of 1140 hours. This programme of work commenced during the summer of 2018 and is expected to be complete by summer 2020.

### Paisley Bid 2021 Legacy: Increasing the role of arts and creativity

A steering group was established to increase the role of arts and creativity in the school curriculum from Early Years to Senior Phase. A cultural directory will be circulated to establishments by August 2019 to assist them in planning and embedding relevant and appropriate creative activities across the curriculum. A very successful

Creative Cultural showcase took place in May 2019. Seven schools, primary and secondary, presented their work highlighting the effective collaboration with partners such as Paisley Opera, West College Scotland and Primary Engineers. Children and young people developed their skills, knowledge and understanding through activities about famous local artists and composers, Paisley architecture, Paisley Mill and Paisley Pattern. One Secondary school presented a recent forensics project they have undertaken in Science which provided them with an insight into career opportunities in the field of science and helped develop their practical and analytical skills.

### Partnership with Glasgow School of Art

Good progress has been made in furthering the creative partnership between Castlehead High School and Glasgow School of Art. A programme of creative portfolio development classes for Senior Phase students will be offered from August 2019 for young people from Castlehead and other Paisley secondaries. Young people will benefit from studio-based pedagogy and design at the heart of Literacy and Science, Technology, Engineering, Art, Mathematics (STEAM) subject areas.

### Next Steps

- Further develop the QIF, in response to feedback, to promote empowerment and even greater collaboration between establishments
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire
- Extend partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report
- Further develop the curriculum, and the opportunities for accredited personal achievement, to maximise school leavers' skills and abilities to meet the needs of employers
- Support schools to deliver a Senior Phase which ensures appropriate pathways for young people including further roll out of the model of joint school and college based vocational delivery and further refinement of consortium arrangements
- Further strengthen our partnership working with Skills Development Scotland and Economic Development to maximise opportunities and support for school leavers
- Ensure that we have agreed expectations in terms of how all schools support young people into positive and sustained destinations
- Work in partnership with Cairellot, an early learning and childcare provider, to deliver an SQA course for young people in the senior phase
- Support schools to ensure that skills are a key element of learning and teaching in line with the Career Education Standard 3-18
- Develop a bespoke Science, Technology, Engineering, Maths (STEM) action plan for Renfrewshire schools to align with the West Partnership strategic STEM group recommendations
- Develop a partnership with the Science Centre to support teaching STEM in primary
- Support the partnership between Glasgow School of Art (GSA) and Castlehead High School to develop creative approaches to delivering the curriculum





# Performance Information

“Renfrewshire Council has developed an outstanding approach to the use of data to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. The central team of authority officers is strongly focused on improvement and rigorously discusses data regularly with schools, including a focus on the local evidence for impact of Scottish Attainment Challenge and Pupil Equity Funding.”

Education Scotland Inspection Report February 2019

Across the service, a wide range of accurate data is used very well, centrally and within establishments, to monitor and track the impact on learning, raising attainment and closing the poverty related attainment gap. This includes data related to Achievement of a Level (CfE), SQA, Insight, BGE Benchmarking Tool and Dartington Children and Young People Wellbeing Survey.

The range and quality of data available to schools, particularly in the BGE, has improved considerably. Attainment and contextual data is being presented to schools in ever more accessible ways so that staff can analyse it themselves and plan for improvement. The Management Information Officer has worked with all primary and targeted secondary schools to develop a standardised system for tracking and monitoring attainment in the BGE with bespoke elements to suit individual school contexts. In all establishments the analysis of data informs improvement planning.

High quality professional learning was delivered to representatives from all schools by the Management Information Officer. Support for schools in effective use of Insight and the BGE Benchmarking Tool has been provided to support accurate identification of improvement priorities. Staff have reported that they are able to apply what they have learned at data literacy training to plan improvement in their own schools.

“The data analysis team supports this work by providing highly effective professional learning for individual staff, groups, schools and officers. Trained data mentors in each primary school and principal teachers (raising attainment) in each secondary school are helping to build staff expertise in data analysis. This is enabling them to identify and implement appropriate, impactful interventions for individual children and young people. The central team very carefully tracks the individual and cumulative impact of interventions.”

Education Scotland Inspection Report February 2019

Find out more about our Data Literacy Support on page 29 of our Spotlight on Success Case Study booklet <https://blogs.glowscotland.org.uk/re/renqualityimprovementframework/files/2019/04/RAC-Spotlight-on-Success.pdf>

# Performance Information

The use and application of local, national and international educational research and evidence is a strength in Renfrewshire and underpins authority strategies for improving learning and teaching. We work very effectively with academic partners, including the University of Strathclyde and Stanford University. Together we deliver and evaluate evidence-based targeted programmes and interventions to close the poverty-related attainment gap. Our work with University of Glasgow (Robert Owen Centre for Educational Change) has promoted greater collaboration across workstreams to ensure there is collective impact.

Very good progress continues to be made in improving levels of attainment in literacy and numeracy and in closing the poverty related attainment gap. Data from the Achievement of a CfE Level returns indicate that increases in attainment in literacy and numeracy have been maintained or surpassed. The percentage of learners in primary stages achieving expected level for their stage in literacy has been maintained at 76%, an increase of 3 percentage points since 2016-17. In numeracy, the percentage of learners achieving the expected level for their stage has increased to 84%. In S3, the percentage of learners

achieving 3rd level or above has increased to 94% in both literacy and numeracy. Within the senior phase, the positive trend in the percentage of school leavers achieving SCQF level 5 in literacy and numeracy has been maintained.

The attainment gap between pupils living in the most deprived areas and those living in the least deprived areas has continued to decrease across most measures. The attainment gap between primary pupils living in SIMD quintile 1 and SIMD quintile 5 has reduced by 5 percentage points in literacy and 2 percentage points in numeracy since 2016-17. These reductions are due to increased attainment of pupils living in the most deprived areas. In the senior phase, the attainment gap in the percentage of school leavers achieving SCQF level 5 in literacy and numeracy has continued to decrease. The gap has reduced by 19 percentage points in literacy and 7 percentage points in numeracy since 2013.

## Next Steps

- Develop and implement an Early Years model for tracking, monitoring and profiling children's progress in learning
- Further support all establishments to become data literate to improve learning and teaching
- Provide targeted support in using Renfrewshire's bespoke monitoring and tracking tool as well as Insight and the BGE Benchmarking Tool
- Collaborate with the West Partnership to analyse and extract relevant data from the national HWB census to identify improvement priorities





For further information, please contact

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# Education Improvement Plan

2019/20





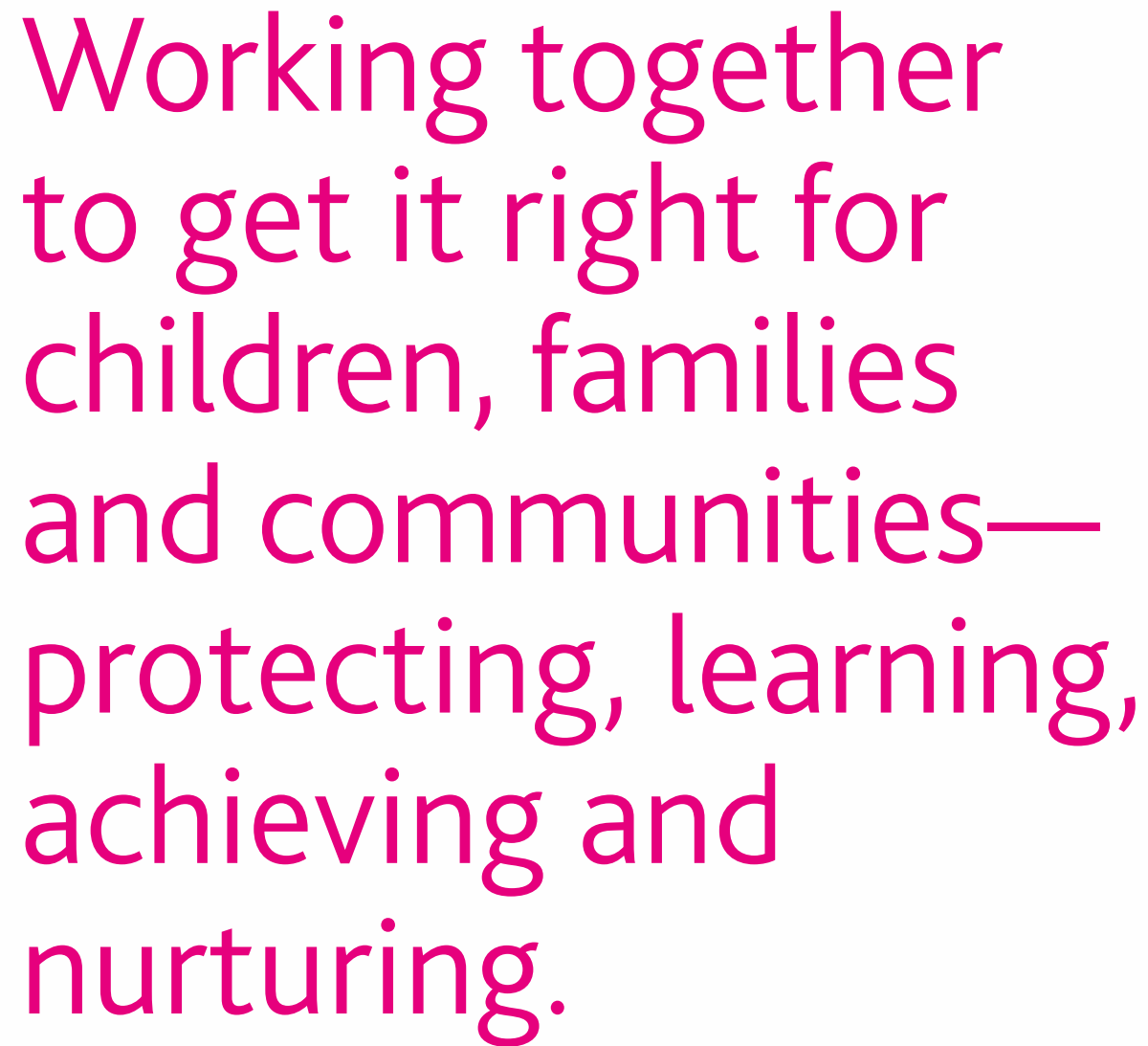




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A young boy and a young girl are peeking from behind a large white board in a classroom. The boy, on the left, is wearing a blue t-shirt and has short brown hair. The girl, on the right, is wearing a blue t-shirt and has long blonde hair in a braid. They are both smiling and looking towards the camera. The background shows classroom shelves with various items and a bulletin board.

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

# Introduction

---

Children's Services are committed to achieving our vision of 'Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.' This education plan sets out clear priorities to realise this vision. To raise attainment for all of our children and young people, while closing the poverty related attainment gap, we must work together across and beyond the directorate with our partners, parents and communities. This education plan, therefore, sits as part of the wider Children's Services plan and other strategic planning across the council.

Our 'excellent' progress in closing the poverty-related attainment gap was recognised in the Education Scotland inspection report published in February 2019. To build on this, we maintain a relentless focus on addressing inequalities and improving outcomes for all children and young people in Renfrewshire. The priorities and actions set out in this plan have been developed to support this aspiration.

To identify our strengths and areas for improvement, we have consulted with a wide range of partners and used a variety of audit material, including data and external reports from partners, such as Education Scotland. This education

plan outlines our priorities, the actions we will undertake to support these, the intended outcomes and how we will measure success. It is both aspirational and inclusive, and reflects the needs of our children, young people and families.

Our plan focusses on four main priority areas: learning and teaching; health and wellbeing; leadership at all levels and employability skills leading to sustained positive destinations for all young people. These directly align to Scotland's national priorities for education. We will continue to use universal approaches to raise attainment for all, alongside targeted interventions to close the poverty-related attainment gap. We believe our children and young people are the future of Renfrewshire and, as such, it is essential that we provide them with an education which best develops their skills for life, learning and work.

Renfrewshire Council has a very clear ambition to support better outcomes for all children and young people. We are confident that this Education Improvement Plan supports this ambition and reaffirms our commitment to continuous improvement and to provide the highest quality of education and care for our children and young people.



**Councillor Jim Paterson**

Convener Education  
and Children's Services



**Steven Quinn**

Director Children's Services



# Renfrewshire's Council Plan 2017–2027

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

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all to enjoy

Working together to improve outcomes

## Children's Services Vision

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

This Education Improvement Plan supports delivery of the priorities contained within Renfrewshire's Community Plan, Council Plan and the Children's Services Improvement Plan. It also aligns perfectly with the National Improvement Priorities for education.

### Education Improvement Plan Priorities

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

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

Develop high quality leadership to promote empowerment at all levels

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







PRIORITY

1

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



# What are we going to do?

---

- **School Improvement**

- **Assessment of Children's Progress**

- **Teacher Professionalism**

- **Performance Information**

Operational plans for session 2019/20 provide the detail of the actions that will be taken under each of the strategic actions above. Full performance indicators are detailed within the Children's Services Improvement plan, operational plans and individual establishment plans.

- Support establishments to narrow the attainment gap for disadvantaged groups
- Provide enhanced support to care experienced children and young people through an intensive family supports service, leadership development and a bespoke attainment mentoring programme
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire
- Develop an Early Years model for tracking, monitoring and profiling children's progress in learning
- Further develop the Quality Improvement Framework to promote empowerment and greater collaboration between establishments
- Support and improve approaches to assessment and moderation to improve practitioner skills in planning and assessment with an increased focus on Early Years and Secondary sectors
- Provide high quality professional learning for staff at all levels with a particular focus on literacy and numeracy
- Develop and strengthen our partnership with The Winning Scotland Foundation and Stanford University in the field of Mathematical Mindsets
- Support all establishments to become data literate to improve learning and teaching. Provide support in using Renfrewshire bespoke monitoring and tracking tool as well as Insight and BGE tool
- Support targeted children and young people at key transitions to close the attainment and achievement gap

# What is the expected impact?



- Improved attainment and achievement for all but at a faster rate for disadvantaged children and young people
- For those children and young people who are care experienced: improved attainment and achievement; enhanced leadership and resilience skills; improved sleep routines; and support from a key mentor
- Early Years staff are highly skilled, knowledgeable and are effectively supporting children in their learning and development. Quality is at the heart of service delivery and children are given the best start in life and are supported to reach their full potential
- Effective practice is shared and used to improve quality across all Renfrewshire early years establishments
- Robust tracking and monitoring systems meet the needs of children and families within the context of the early years setting
- Increased number of establishments evaluated as 'good' or better for learning, teaching and assessment and raising attainment and achievement
- Establishments are supported and challenged to improve and raise standards
- Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the Quality Assurance and Moderation Support Officers (QAMSO) and/or engagement with West Partnership
- Improved consistency of professional judgements
- Practitioners demonstrate increased skill, knowledge and confidence in teaching reading and writing
- Improved pupil attainment in reading, writing and mathematics with evidence of closing the poverty-related attainment gap
- Increased Classroom Assistant expertise, knowledge and confidence in supporting pupils in literacy and numeracy
- Consistent approaches and evidence-based methodologies are used across establishments in literacy and numeracy
- Numeracy Modelling and Coaching Officers effectively respond to individual establishment needs to raise attainment for all pupils, with particular emphasis on those experiencing poverty

- Increased knowledge of how to build a growth mindset culture in relation to mathematics amongst staff and children. Increased use of models of instruction that promote mixed attainment learning, collaboration and creative and flexible thinking
- School libraries attainment team support targeted groups of children and young people and digital literacy and information literacy skills improve. English as an Additional Language (EAL) children and families are supported to improve reading skills
- All establishments are data literate and data is used effectively to support learning and teaching
- All Principal Teachers (Data Literacy) are able to identify 'what works' in their school and effective practice is shared
- Transition teachers continue to support establishments/ clusters to develop greater understanding of the importance of curricular transitions to make changes to ethos, practice and policy. Strengthened cross sectoral relationships and sharing of good practice, planning and moderation leads to practitioners being better able to support children to build on prior learning

## How will we measure this?

- CfE, SNSA, SQA Data
- Leaver destination data
- Interviews/focus groups with care-experienced young people
- University of Stirling report on Aberlour mentor scheme
- Columba 1400 evaluation
- Education Scotland , Care Inspectorate, QI visits
- Number of EY children experiencing 1140 hours
- Discussions with Staff
- S&Q Reports
- QIF school visits and reports
- CLPL evaluations/surveys
- Feedback from QAMSOs/ Development Officer
- Winning Scotland Case Study and tutor feedback
- Child and teacher pre and post surveys
- Stanford University Research Paper
- Classroom Assistant surveys measuring confidence and knowledge pre/post training
- School engagement tracking and training evaluations
- PT (Data Literacy) evaluations and evidence
- Post transition pupil, parent and staff evaluations





PRIORITY

2

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

# What are we going to do?

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- **Teacher Professionalism**

- **Parental Engagement**

- **Assessment of Children's Progress**

- **School Improvement**

- Continue to develop whole-school Renfrewshire's Nurturing Relationships Approach (RNRA) and extend to Early Learning and Childcare Centres (ELCC) and Partner providers. Introduce an RNRA accreditation framework (Educational Psychology Service [EPS])
- Implement Education Scotland's "Connected Compassionate Classroom Curriculum" (EPS)
- Provide high quality professional learning and resources to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing
- Develop a Renfrewshire delivery model for mental health in partnership with EPS and NHS partners
- Support schools to develop the emotional literacy of children and young people in primary and targeted secondaries through high quality professional learning and evidence-based approaches

Operational plans for session 2019/20 provide the detail of the actions that will be taken under each of the strategic actions above. Full performance indicators are detailed within the Children's Services Improvement plan, operational plans and individual establishment plans.

- Implement the national Health and Wellbeing census and collaborate with the West Partnership to use the results to inform improvement
- Develop a 'Framework for Personal and Social Education in Renfrewshire' in collaboration with teachers, Renfrewshire Youth Voice, Youth Services and Education Scotland
- Continue to coordinate the delivery of counselling services across all secondary schools and targeted primary schools
- Encourage and support active collaboration and engagement with parents and families to support their child's learning. Launch and roll out Renfrewshire's new parental engagement strategy
- Progress the review of Additional Support Needs (ASN) and roll out Locality Inclusion Support Networks (LISN)
- Update Physical Intervention policy in line with national guidance and implement agreed accredited model of staff training

# What is the expected impact?



- Nurture principles and approaches are embedded at a whole school level in all participating establishments and early years centres. An accreditation framework supports sustainability, ensures fidelity to the approach and celebrates progress. All staff in RNRA participating schools have knowledge and understanding of whole school nurturing principles and practice. Increased levels of wellbeing in children and young people in all RNRA establishments
- Establishments using the 'Connected Compassionate Classroom' resource are aware of the potential impact of adversity and trauma in shaping outcomes for children and young people and provide support that can help mitigate the impact of these experiences
- All staff in all establishments participate in a new 'Understanding Mental Health of Children & Young People in Renfrewshire' awareness raising session, and use the associated toolkit to effectively support children and young people
- Practitioners demonstrate increased skill, knowledge and confidence in supporting children and young people in relation to self-harm, suicide, LGBT and substance misuse
- Secondary schools are supported to introduce the SQA Mental Health and Wellbeing award through Career Long Professional Learning CLPL, assessment support and moderation activities
- Teachers and support staff in targeted primary schools are skilled and confident to teach mental and emotional wellbeing using Promoting Alternative Thinking Strategies PATHS® resources and coaching support. Increased level of social and emotional competence in children, in particular: reduced aggression; increased concentration and improved empathy. Parents have a better understanding of how they can use PATHS® skills and strategies to help their children at home
- Teachers in targeted secondary and special schools are skilled and confident in developing emotional literacy and resilience in young people using a cognitive behavioural therapy approach through the life skills programme 'Living Life to the Full' (LLTTF)
- Relevant data is extracted from the Health and Wellbeing (HWB) national census and analysed to support identification of improvement priorities
- Updated, progressive and relevant Personal and Social Education (PSE) programmes are in place across establishments which will ensure consistency of learning experiences and reflect the views and needs of children and young people
- Counsellors (Place2Be and Lifelink) will provide targeted and universal support to children and young people, leading to significant improvement in their emotional wellbeing, peer relationships and behaviour



- The Parents in Partnership (PIP) programme will continue to ensure that secondary schools are more accessible and welcoming for families in need of support. Reduced anxiety and concerns of targeted families around transition to secondary school. Parent volunteers (Just Parents group) have a voice and feel that their contribution to the programmes and schools is highly valued
- Youth Services will deliver community-based activities enabling young people to develop life skills that can equip them in life beyond school. As a legacy to the Year of Young People, a youth voice programme will empower young people to successfully present actions and recommendations linked to identified youth needs. Young people are given opportunities to influence decision-making on issues affecting their lives
- Through the Pizza Family Learning Project, parents have increased confidence in supporting their child in early literacy and numeracy through quality play and learning activities. Children and parents value reading and learning within the home
- Increased staff confidence in solution-oriented approaches to supporting children with ASN. Greater clarity for staff in relation to a consistent approach to promoting positive relationships and dealing with challenging behaviour

## How will we measure this?

- RNRA evaluations, schools' Action Plans and PDSA Records
- EP Doctoral Research Study with the University of Dundee
- Staff training evaluations
- SQA Mental Health results—almost all YP who undertake the award will achieve Level 4 and 5
- LGBT Charter awards. Focus Group of LGBT school reps
- PATHS and LLTTF pre and post teacher surveys, pupil voice surveys and case studies
- National HWB Census data and West Partnership data
- PSE pupil focus groups
- Place2Be/Lifelink termly reports
- Increased number of families engaging in PIP
- Qualitative feedback from parents
- PIP Parent volunteer open box evaluation
- Pupil attendance data
- Youth assembly/youth voice programmes and feedback
- Pizza Learning attendance statistics, feedback surveys
- EP Evaluation of LISN rollout
- ASN review steering board and progress targets



PRIORITY

3

Develop high quality leadership  
to promote empowerment all levels

# What are we going to do?

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- **School Leadership**

- **Teacher Professionalism**

- **Assessment of Children's Progress**

- **School Improvement**

- Provide high quality professional learning for current and aspiring leaders
- Roll out the leadership programme for early learning and childcare (ELC) heads, deputes and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements of the 1140 hours expansion
- In partnership with Strathclyde University, deliver high quality professional learning for Early Years (EY) graduates
- Provide newly appointed Head Teachers (HTs) and Deputies (DHTs), from across sectors, the opportunity to 'Step Back' to ensure consistency in leadership approaches across the authority
- Extend the offer of facilitated Learning Sets to remaining HTs and DHTs from primary and secondary schools to further empower them to work in more collegiate and collaborative ways
- Provide the opportunity to participate in 1:1 bespoke coaching programme to a further group of Head Teachers
- Provide high quality professional learning for Newly Qualified Teachers (NQTs), teachers and support staff in Pedagogy at the early stages and Modern Languages 1+2
- Expand the support offered to young people to develop leadership skills and increase levels of pupil participation in schools and beyond
- Provide high quality professional learning for central staff and senior leaders in establishments in collaboration with other local authorities across the West Partnership
- Further empower establishment heads to design and determine the management capacity and structure within their schools. Provide greater flexibility and ensure that decisions made suit the needs of the local community

Operational plans for session 2019/20 provide the detail of the actions that will be taken under each of the strategic actions above. Full performance indicators are detailed within the Children's Services Improvement plan, operational plans and individual establishment plans.



# What is the expected impact?



- Leadership capacity and confidence is developed and enhanced at all levels. Renfrewshire staff continue to perform well in interview/assessment centres, securing substantive positions within the authority. Current Renfrewshire promoted staff are empowered to 'give back' through delivery of high-quality professional learning for colleagues
- Pedagogical leadership drives our CLPL opportunities and as a result leads to the development of quality approaches adopted across our EY settings. A high-quality workforce development programme improves the professionalism of staff and therefore the experiences for our children. Graduates support change within their EY settings and influence the quality of provision for children within areas of highest deprivation
- Participants who 'Step Back' develop co-coaching skills, strengthen relationships with peers and consider appropriate leadership styles to utilise in a variety of situations
- Learning Sets support senior leaders to develop empowered school leadership and explore collegiate and collaborative working to improve outcomes for children and young people



- Coaching programme participants critically reflect on their own practice and engage with current literature/research, enhancing their knowledge and understanding of leadership and management. They develop an enhanced understanding of coaching/mentoring skills and techniques to further support others in school
- NQTs are well supported to carry out their role. Professional learning supports NQTs to attain a 'satisfactory' outcome in their final profile submission to General Teaching Council Scotland GTCS. Renfrewshire retain the very best NQTs through competitive interview
- Sufficient numbers of teachers are effectively trained in a second language, enabling full implementation of the Scottish Government's vision for 'Language Learning in Scotland: A 1+2 Approach' by 2020
- Exploring Pedagogy at the early stages programme ensures that practice in Primary 1 classes is informed by high quality professional learning and has a long-term, positive impact on children's independence, resilience, confidence and, ultimately, attainment. Teachers provide enhanced learning experiences for children through greater involvement in leading their own learning. Learning environments promote effective learning and teaching

- Targeted young people from 10 secondary schools who participate in either Columba 1400 Pupil Leadership Academy or CANI Coaching leadership programme develop leadership capacity, self- confidence and a variety of other skills including resilience, team working, decision making and independence
- Central staff are skilled and confident to support and challenge schools to bring about improvement
- Central staff and establishment senior leaders, alongside colleagues from across the West Partnership, use professional enquiry approaches which enhance leadership capacity, improve learning and teaching and promote empowerment, excellence and equity
- Appropriate teaching staff appointments are made ensuring that candidates appointed align with the ethos and dynamic of the individual school community. Greater equity is evident in the flexibility ascribed to secondary head teachers in respect of devising their own management structures. Greater equity exists in the management capacity assigned to larger primary schools

## How will we measure this?

- Qualitative feedback from participants
- Number of Renfrewshire staff promotions/appointments
- Number of ELCC staff achieving BA Childhood Studies
- Strathclyde University graduate programme and evaluation
- QI visits and reports
- HGIOS QI 1.3 Leadership of Change evaluations within NIF return and in Education Scotland inspections
- HT Learning Set and Coaching evaluations – quantitative and qualitative and case studies
- NQT evaluations and focus groups
- Numbers of ' NQT satisfactory' final profile recommendations
- Numbers of NQTs employed by Renfrewshire
- 1+2 training evaluations and annual audit of languages provision
- Exploring Pedagogy support visits, evaluations and final project report from Strathclyde University
- Columba 1400 Impact Report and direct observations
- CANI Coaching pre and post evaluations, video, scripts
- Participant evaluations
- HT feedback and monitoring of management structures and capacity in schools



PRIORITY

4

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



# What are we going to do?

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- **School Improvement**

- **Assessment of Children's Progress**

Operational plans for session 2019/20 provide the detail of the actions that will be taken under each of the strategic actions above. Full performance indicators are detailed within the Children's Services Improvement plan, operational plans and individual establishment plans.

- Extend partnership links and collaborative arrangements with the Further Education (FE) sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report
- Further develop the curriculum, and the opportunities for accredited personal achievement, to maximise school leavers' skills to meet the needs of employers
- Support schools to deliver a Senior Phase which ensures appropriate pathways for young people and provides the best possible opportunities for them to achieve a range of qualifications
- Further strengthen our partnership working with Skills Development Scotland and Economic Development to maximise opportunities and support for school leavers
- Ensure that we have agreed expectations in terms of how all schools support all young people into positive and sustained destinations
- Work in partnership with Cairellot, an early learning and childcare provider, to deliver an SQA course for young people in the senior phase
- Support schools to ensure that skills are a key element of learning and teaching in line with Career Education Standard 3-18
- Further roll out the model of joint school and college based vocational delivery
- Further refine consortium arrangements to ensure they are meeting the needs of young people
- Develop a bespoke STEM action plan for Renfrewshire schools to align with the West Partnership strategic STEM group recommendations
- Develop a partnership with the Science Centre to support teaching STEM in primary
- Support the partnership between Glasgow School of Art (GSA) and one secondary school to develop creative approaches to delivering the curriculum

# What is the expected impact?



- Schools continue to increase opportunities for work placements and work experience across the senior phase, further developing the skills and readiness of young people for the world of work
- Development Officer for Engaging Learners continues to support schools by providing information and opportunities relating to work placements and potential future employment, resulting in improvements in positive and sustained destinations for all young people
- Teachers embed the teaching of skills related to learning, life and work into the curriculum and young people are able to apply their skills across learning
- Robust agreed processes are in place in all schools to support young people into appropriate pathways, resulting in increased positive and sustained destinations for all young people
- Schools provide additional options which offer achievement in a range of personal and employability skills with SCQF accredited course work to equip young people with the confidence and skills needed to take positive steps towards their future
- More young people, as appropriate, undertake and sustain vocational programmes
- Schools' curriculum structures provide increased opportunities for all pupils across the senior phase. All young people benefit from a senior phase that offers increased flexibility and pathways for all young people
- Improvements to teaching and learning in STEM related subjects promote greater interest, understanding and aspiration of children and young people
- A logo/strapline is developed to promote the partnership between GSA and Castlehead High School. Raised attainment through studio-based pedagogy across and within the school curriculum. Young people build confidence and growth mindsets. Increased number of positive and sustained destinations. Castlehead High is recognised as an accessible centre of excellence of creative education



## How will we measure this?

- School leaver destination data
- Database detailing opportunities, uptake and impact
- Feedback from young people & employers on work placement
- Personal achievement and accreditation data
- SQA data
- QI visits and school reviews
- Analysis of other accrediting bodies as relevant
- Uptake, retention and pass rates of vocational programmes
- STEM action plan in place
- Minutes of GSA/Castlehead strategic leadership group
- Pupil, staff qualitative evaluations
- Student participation numbers
- School and GSA action plans





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