

Notice of Meeting and Agenda

Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 12 March 2020	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Ms Mary Jane Bird: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Derek Bibby:
Councillor Carolann Davidson: Councillor Natalie Don: Councillor Edward Grady:
Councillor Neill Graham: Councillor Lisa-Marie Hughes: Councillor Karen Kennedy:
Councillor Scott Kerr: Councillor Paul Mack: Councillor John McNaughtan: Councillor Will
Mylet: Councillor Iain Nicolson: Councillor Emma Rodden: Councillor John Shaw:
Councillor Jane Strang:

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

Further Information

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

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online

at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>

For further information, please either email

democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Members of the Press and Public

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

Items of Business

Apologies

Apologies from members.

Declarations of Interest

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

Budget Monitoring Reports

- | | | |
|----------|---|---------------|
| 1 | Revenue Budget Monitoring Report | 1 - 8 |
| | Joint report by Directors of Finance & Resources and Children's Services. | |
| 2 | Capital Budget Monitoring Report | 9 - 14 |
| | Joint report by Directors of Finance & Resources and Children's Services. | |

Education

- | | | |
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| 3 | Inspection of Mary Russell School | 15 - 20 |
| | Report by Director of Children's Services. | |
| 4 | Inspection of Heriot Primary School and Early Learning Class, Paisley | 21 - 28 |
| | Report by Director of Children's Services. | |
| 5 | Pupil Intake to Gryffe High School Session 2020/21 | 29 - 32 |
| | Report by Director of Children's Services. | |
| 6 | Early Learning and Childcare Entitlement - 1140 Expansion Update | 33 - 40 |
| | Report by Director of Children's Services. | |
| 7 | Distribution of Funding to Support Services for Children and Families - Funding Allocation for 2020/21 | 41 - 48 |
| | Report by Director of Children's Services. | |
| 8 | Mid-year Attainment Challenge Report | 49 - 70 |
| | Report by Director of Children's Services. | |

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| 9 | Attainment of 2018/2019 School Leavers | 71 - 84 |
| | Report by Director of Children's Services. | |
| 10 | Proposal to Consult on the Relocation of Paisley Grammar School to a New Build Community Campus at Renfrew Road in Paisley | 85 - 118 |
| | Report by Director of Children's Services. | |

Performance Planning

- | | | |
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| 11 | Children's Services Service Improvement Plan 2020-23 | 119 - 152 |
| | Report by Director of Children's Services. | |

Children and Families Social Care

- | | | |
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| 12 | Publication of Scotland's Independent Care Review Findings | 153 - 166 |
| | Report by Director of Children's Services. | |

EXCLUSION OF PRESS AND PUBLIC

The Board may by resolution exclude the press and public from the meeting during consideration of the following item of business as it is likely, in view of the nature of the business to be transacted, that if members of the press and public are present, there could be disclosure to them of exempt information as defined in paragraphs 2 and 4 of Part I of Schedule 7A of the Local Government (Scotland) Act, 1973.

Exempt Item

Exempt documents are no longer available in print format. You will require to log in to Education and Children's Services Exempt to access documents. Please note that access to exempt documents is now restricted.

- | | |
|-----------|---|
| 13 | Provision of Support to an Individual Family |
| | Report by Director of Children's Services. |



To: Education and Children's Services Policy Board

On: 12 March 2020

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

Heading: Revenue Budget Monitoring to 3 January 2020

1. Summary

- 1.1. Gross expenditure is £136,000 (0.1%) more than anticipated and income is £136,000 (3.1%) more than anticipated which results in a **breakeven position** for the service reporting to this Policy Board.

This is summarised over the relevant service in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	Breakeven	0%	Breakeven	0%

2. Recommendations

- 2.1. Members are requested to note the budget position.
-

3. Budget Adjustments

Members are requested to note that since the last report, there have been budget adjustments totalling £1.409m. This relates mainly to redeterminations for teachers' superannuation & pay award.

4. Children's Services

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

4.1 Directorate:

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

This service area is currently showing a breakeven position, and this is expected to continue to the year end.

4.2 Early Learning & Childcare:

Current Position:	Net underspend of £266,000
<i>Previously reported:</i>	<i>Net underspend of £212,000</i>

An underspend in employee costs is partially offset by overspend in premises costs. This is expected to continue to the year end.

4.3 Primary Schools:

Current Position:	Net underspend of £175,000
<i>Previously reported:</i>	<i>Net underspend of £120,000</i>

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end.

4.4 Secondary Schools:

Current Position:	Net underspend of £75,000
<i>Previously reported:</i>	<i>Net underspend of £84,000</i>

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end.

4.5 Special:

Current Position	Net underspend of £19,000
<i>Previously reported:</i>	<i>Net underspend of £20,000</i>

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end.

4.6 Additional Support for Learning (ASL):

Current Position	Net overspend of £176,000
<i>Previously reported:</i>	<i>Net overspend of £218,000</i>

The overspend relates to salaries and transport costs. This is expected to continue to the year end.

4.7 Psychological Services:

Current Position	Net overspend of £43,000
<i>Previously reported:</i>	<i>Net overspend of £26,000</i>

The overspend relates to salaries. This is expected to continue to the year end.

4.8 Education Development

Current Position	Net underspend of £24,000
<i>Previously reported:</i>	<i>Net underspend of £18,000</i>

The underspend relates to employee costs. This is expected to continue to the year end.

4.9 Facilities Management

Current Position	Net overspend of £28,000
<i>Previously reported:</i>	<i>Net overspend of £24,000</i>

The overspend relation to salaries. This is expected to continue to the year end.

4.10 Children & Families

Current Position	Net overspend of £311,000
<i>Previously reported:</i>	<i>Net overspend of £185,000</i>

The overspend relates to residential accommodation, residential schools, and a reduction in income in relation to Unaccompanied Asylum-Seeking Children. This is expected to continue to the year end.

4.11 Projected Year End Position

It is anticipated at this stage that Children's Services will breakeven by the year end.

Implications of this report

1. **Financial** - Net revenue expenditure will be contained within available resources.
2. **HR and Organisational Development**
None.
3. **Community/Council Planning**
None.
4. **Legal**
None.
5. **Property/Assets**
None.
6. **Information Technology**
None.
7. **Equality and Human Rights**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health and Safety**
None.
9. **Procurement**
None.
10. **Risk**
None.
11. **Privacy Impact**
None.
12. **Cosla Policy Position**
None.
13. **Climate Risk**
None.

List of Background Papers

None

Author: George McLachlan, Extension 6133
Lisa Dickie, Extension 7384

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2019/2020
1st April 2019 to 3rd January 2020

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Employee Costs	136,096	105,758	105,419	339	0.3%	underspend
Property Costs	10,279	7,955	8,012	(57)	-0.7%	overspend
Supplies & Services	33,514	15,723	15,791	(68)	-0.4%	overspend
Transport & Plant Costs	4,463	3,142	3,129	12	0.4%	underspend
Support Services	182	42	38	4	9.8%	underspend
Third Party Payments	13,819	10,494	10,467	27	0.3%	underspend
Transfer Payments	9,345	6,395	6,788	(392)	-6.1%	overspend
Capital Charges	0	(0)	0	0	0.0%	breakeven
GROSS EXPENDITURE	207,698	149,510	149,646	(136)	-0.1%	overspend
Income	(7,875)	(4,378)	(4,513)	136	3.1%	over-recovery
NET EXPENDITURE	199,823	145,132	145,132	0	0.0%	breakeven

	£000's	
Bottom Line Position to 3 January is breakeven	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven	<u>0</u>	<u>0.0%</u>

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2019/2020
1st April 2019 to 3rd January 2020

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Directorate	642	383	383	0	0.0%	breakeven
Early learning and childcare	28,176	14,775	14,508	266	1.8%	underspend
Primary	49,396	38,576	38,401	175	0.5%	underspend
Secondary	70,581	52,219	52,144	75	0.1%	underspend
ASN (Special) Schools	5,891	5,946	5,927	19	0.3%	underspend
Additional support for learning (ASL)	13,547	9,231	9,408	(176)	-1.9%	overspend
Psychological services	690	503	546	(43)	-8.6%	overspend
Education development	1,075	833	808	24	0.0%	underspend
Attainment Challenge	(353)	978	978	0	0.0%	breakeven
Facilities management	550	191	219	(28)	0.0%	overspend
			0			
Children & Families	29,627	21,499	21,810	(311)	-1.4%	overspend
			0			
NET EXPENDITURE	199,823	145,132	145,132	0	0.0%	breakeven

Bottom Line Position to 3 January is breakeven	£000's	
	0	0.0%
Anticipated Year End Budget Position is breakeven	0	0.0%



To: EDUCATION & CHILDREN'S SERVICES POLICY BOARD

On: 12 MARCH 2020

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

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 3rd January 2020 totals £2.889m compared to anticipated expenditure of £2.901m for this time of year. This results in an under spend of £0.012m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.012m u/spend	0% u/spend	£0.001m u/spend	0% o/spend
Total	£0.012m u/spend	0% u/spend	£0.001m u/spend	0% o/spend

- 1.2 The expenditure total of £2.889m represents 49% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 3rd January 2020, and is based on the Capital Investment Programme which was approved by members on 28th February 2019, adjusted for movements since its approval.
-

4. **Budget Changes**

- 4.1 Since the last report, budget changes in 2019/20 totalling £0.540m have arisen which reflects the following:-

Budget carried forward from 2020/21 to 2019/20 (£0.540m):

- Other Schools Investment Programmes (£0.540m) for capital refurbishment work carried out at Paisley Grammar as part of the £2m investment in schools approved at Council on 28th February 2019.

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –

Creating a sustainable Renfrewshire for all to enjoy – Capital investment in new and existing assets will ensure Renfrewshire is more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report 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.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.
12. **Climate Risk** – none.
13. **Cosla Policy Position** – none.

List of Background Papers

- (a). Non-housing Capital Investment Programme 2019/20 - 21/22 – Council, 28th February 2019.
- (b). Construction of 4 New Early Learning & Childcare Centres (Early Year Expansion Programme) – Finance, Resources and Customer Services Policy Board, 13th November 2019.

The contact officers within the service are:

- Geoff Borland, Extension 4786
- Alison Fraser, Extension 7376
- George McLachlan, Extension 6133

Author: *Geoff Borland, Principal Accountant, 0141 618 4786, geoffrey.borland@renfrewshire.gov.uk.*

Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

	Current Year									Full Programme - All years		
Project Title	Prior Expenditure to 31/03/2019* £000	Approved Programme @28/02/19 £000	Current Programme MR 10 £000	Year To Date Budget to 03-Jan-20 £000	Cash Spent to 03-Jan-20 £000	Variance to 03-Jan-20 £000	% Variance	Cash to be Spent by 31-Mar-20 £000	% Cash Spent	Total Programme to 31-Mar-22 £000	Total Cash Spent to 03-Jan-20 £000	Total Cash to be Spent to 31-Mar-22 £000
EDUCATION & CHILDREN SERVICES												
Early Years 1,140 Hours Expansion	143	6,960	1,196	540	527	13	2%	669	44%	13,677	670	13,007
Primary Schools Estate Programme(SEMP)	38,990	1,835	3,448	1,825	1,828	-3	0%	1,620	53%	42,933	40,818	2,115
Schools Estate Programme (SEMP 2020)	0	0	75	0	0	0	0%	75	0%	27,000	0	27,000
Other Schools Investment Programmes	18,278	0	709	535	533	2	0%	176	75%	21,396	18,811	2,585
Technology Replacement Strategy ICT	0	400	400	0	0	0	0%	400	0%	2,000	0	2,000
Linwood Children's Home	1,193	0	57	1	1	0	0%	56	2%	1,250	1,194	56
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	58,604	9,195	5,885	2,901	2,889	12	0%	2,996	49%	108,256	61,493	46,763

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



To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Inspection of Mary Russell School

1. Summary

- 1.1 Mary Russell School was inspected by Education Scotland in September 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 21 January 2020 is attached as an appendix to this report. The letter to parents is also available from the Director of Children's Services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 Education Scotland uses different models of inspection and at Mary Russell School the duration of the inspection was three days i.e. the short model. Inspectors assessed the school, with a focus on two quality indicators which were:
 - learning, teaching and assessment
 - raising attainment and achievement
- 1.3 This was a positive inspection which evaluated learning, teaching and assessment as 'good' and raising attainment and achievement as 'good'.

The letter to parents also identified four key strengths of the school. These were:

- The positive, supportive and inclusive culture at the school. Children and young people benefit from a calm, welcoming learning environment. Relationships between children and staff are positive and are based on mutual respect.

- The polite, confident children and young people who are happy, motivated and proud of their school.
- Improving children's and young people's wellbeing is a strong feature of the school's work. This is strengthened by effective partnership working with parents and partner agencies.
- The number and range of National Qualifications and wider awards achieved by young people in the senior phase. This is supporting young people to move on into further education, training or employment when they leave school

1.4 The letter to parents also identified two areas for improvement:

- Track children's and young people's progress and attainment more effectively. Ensure information on progress across all curriculum areas leads to planned learning at the appropriate level of difficulty.
- Provide more wider achievement opportunities for children in the primary classes.

1.5 Children's Services has an agreed set of procedures for responding to inspection reports. The school and the service will agree actions within the school improvement plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its continued improvement by Children's Services staff.

2. Recommendations

2.1 Members of the Education and Children's Services Policy Board are asked to:

- note the key strengths and the areas for improvement in the Education Scotland report on Mary Russell School; and
- note the effort of the young people, parents/carers and staff for the continuing high quality work which is reflected in the inspection report.

3. Background

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 The report includes two recommendations for improvement. These will be addressed through the school's improvement plan, produced by the school and supported by Children's Services staff.

- 3.3 Progress on the school improvement plan will be monitored by Children's Services staff on a proportionate basis.
- 3.4 Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.
-

Implications of the Report

1. **Financial:** None
2. **HR & Organisational Development:** None
3. **Community/Council Planning**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
4. **Legal:** None
5. **Property:** None
6. **Information Technology:** None
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety:** None
9. **Procurement:** None
10. **Risk:** None

11. **Privacy Impact:** None
12. **Cosla Policy Position:** Not applicable
13. **Climate Risk:** None.

List of Background Papers

None

Children's Services
SB/KO
17/02/20

Author: Susan Bell, Education Manager, tel: 0141 618 7221

21 January 2020

Appendix

Dear Parent/Carer

In September 2019, a team of inspectors from Education Scotland visited Mary Russell School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The positive, supportive and inclusive culture at the school. Children and young people benefit from a calm, welcoming learning environment. Relationships between children and staff are positive and are based on mutual respect.
- The polite, confident children and young people who are happy, motivated and proud of their school.
- Improving children's and young people's wellbeing is a strong feature of the school's work. This is strengthened by effective partnership working with parents and partner agencies.
- The number and range of National Qualifications and wider awards achieved by young people in the senior phase. This is supporting young people to move on into further education, training or employment when they leave school.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- Track children's and young people's progress and attainment more effectively. Ensure information on progress across all curriculum areas leads to planned learning at the appropriate level of difficulty.
- Provide more wider achievement opportunities for children in the primary classes.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Mary Russell School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4949>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Pamela Adamson
HM Inspector



To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

**Heading: Inspection of Heriot Primary School and Early Learning Class,
Paisley**

1. Summary

- 1.1 Heriot Primary School and Early Learning Class was inspected by Education Scotland in October 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 21 January 2020, is attached as an appendix to this report. The letter to parents is also available from the director of Children's Services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 Education Scotland use different models of inspection. At Heriot Primary School and early learning class the full inspection model was applied. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.
- 1.3 This was a very positive inspection which evaluated leadership of change, learning, teaching and assessment, and ensuring wellbeing, equality and inclusion as very good and raising attainment and achievement as good. The letter to parents identified several key strengths of the school. These were:
- The leadership of the headteacher. This is resulting in the highly effective pace of change and improved outcomes for children across the school and nursery class.
 - Staff engagement in relevant professional learning, leadership and research opportunities linked to school and nursery improvement.

- Highly effective partnership working. This is having a positive impact on the wellbeing and confidence of children, staff and parents.
- The nurturing approaches across the nursery and primary school resulting in highly-motivated and engaged children who are making good progress in their learning.
- Teachers' creative approaches to numeracy and mathematics leading to children's increased confidence and motivation for learning.

1.4 The letter to parents identified the following areas for further improvement:

- Continue to build on children's prior learning to raise attainment for all children across the curriculum.
- Continue to engage all staff in reflective and collaborative dialogue with colleagues from across the cluster and more widely to improve consistency in high quality learning and teaching across the school and nursery.

1.5 Children's Services have an agreed set of procedures for responding to inspection reports. The school and the service will prepare a short action plan (which will in turn feed into the School Improvement Plan) indicating how they will address the points for action in the report and will share this plan with parents. In addition, the school will be supported in its improvement by Children's Services.

2. **Recommendations**

2.1 Members of the Education and Children's Services Policy Board are asked to:

- note the key strengths and the areas for improvement in the Education Scotland report on Heriot Primary School and Early Learning Class; and
- note the effort of the young people, parents/carers and staff for the continuing high quality work which is reflected in the inspection report.

3. **Background**

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 The report includes two recommendations for improvement. These will be addressed through the ongoing work of the school and the school's improvement planning procedures, which includes the creation of the annual

school improvement plan by the school and supported by Children's Services staff.

- 3.3 Progress on the school improvement plan will be monitored by Children's Services staff on a proportionate basis.
 - 3.4 Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire's education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.
-

Implications of the Report

1. **Financial:** None
2. **HR & Organisational Development:** None
3. **Community/Council Planning –**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
4. **Legal:** None
5. **Property:** None
6. **Information Technology:** None
7. **Equality & Human Rights**

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

8. **Health & Safety:** None

9. **Procurement:** None
10. **Risk:** None
11. **Privacy Impact:** None
12. **Cosla Policy Position:** Not applicable
13. **Climate Risk:** None.

List of Background Papers

None

*Children's Services
AH/KO
17/02/20*

Author: Amilia Hall, Education Manager tel: 0141 618 7410

21 January 2020

Dear Parent/Carer

In October 2019, a team of inspectors from Education Scotland visited Heriot Primary School and Early Learning Childcare Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The leadership of the headteacher. This is resulting in the highly effective pace of change and improved outcomes for children across the school and nursery class.
- Staff engagement in relevant professional learning, leadership and research opportunities linked to school and nursery improvement.
- Highly effective partnership working. This is having a positive impact on the wellbeing and confidence of children, staff and parents.
- The nurturing approaches across the nursery and primary school resulting in highly-motivated and engaged children who are making good progress in their learning.
- Teachers' creative approaches to numeracy and mathematics leading to children's increased confidence and motivation for learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- Continue to build on children's prior learning to raise attainment for all children across the curriculum.
- Continue to engage all staff in reflective and collaborative dialogue with colleagues from across the cluster and more widely to improve consistency in high quality learning and teaching across the school and nursery.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Heriot Primary School and Early Learning Childcare Class

Quality indicators for the primary stages	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2924>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Marion Carlton
HM Inspector



To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Pupil Intake to Gryffe High School Session 2020/21

1. Summary

- 1.1. The purpose of this report is to request that members of the education and children's services policy board approve the proposal to increase the intake of S1 to Gryffe High School for session 2020/21, for one year only.
 - 1.2. The S1 intake to Gryffe High School has been set at 165. This equates to 5 classes of 33 pupils in line with council policy. This figure is reduced by 3 places in order that places can be reserved for children of families moving into the area: making net intake of 162 pupils.
 - 1.3. Gryffe High School accommodation allows for the intake to be increased every 6 years to a maximum of 180. On 23 May 2019, the education and children's services policy board increased the maximum intake to 180 for Gryffe High School for the 2019/20 session only.
 - 1.4. Although the increased intake was agreed, current pupil numbers are in-line with the normal 165 intake and therefore, Gryffe High School are able to accommodate a maximum intake of 180 for the 2020/21 session.
 - 1.5. The maximum number of S1 pupils can be affected by local timetabling and accommodation arrangements which, on occasions, means that a larger than normal pupil intake can be accommodated. It is proposed that the intake be set at 180 less 3 reserved places: that is an S1 intake of 177 pupils. A significant number of subjects in the curriculum are practical in nature. This would allow for 9 practical classes of 20 and 6 non-practical classes of 30 within the year group.
 - 1.6. Accommodation within the school is such that an additional class could not be accommodated every year. Currently Gryffe High School accommodation allows for the intake to be increased every 6 years to a maximum of 180. This proposed increase of intake can only be accommodated as a result of current numbers and could not be repeated in 2021/22 nor in subsequent years without the need for an increase in accommodation and the significant financial expenditure associated with any such proposals.
-

2. Recommendations

- 2.1. Members of the education and children's services policy board are asked to:
- agree to set the S1 intake for Gryffe High School for session 2020/21, at 180 with 3 places within this intake reserved for children moving into the catchment during the school session.
 - note that the S1 intake for Gryffe High School can be set cyclically at a maximum of 180 every 6 years from 2021/22. This increased intake for S1 may be utilised in future years where required, only when there would be no need for an increase in accommodation and any significant financial expenditure associated with any such proposal.
-

3. Background

- 3.1. The national standard for S1 and S2 classes in non-practical subjects is a maximum of 33. In S3 and S4 this limit is decreased to 30. At all stages the limit for practical subjects is a maximum of 20.
- 3.2. With a roll capped at 165, Gryffe High School already has 9 classes in practical subjects which allows a maximum of 180 pupils. The forthcoming intake is likely to exceed 165 pupils but will not reach 180 and so it is proposed that for session 2020/2021 only, 6 S1 classes be established for non-practical subjects and that the number of practical subject classes continues at 9.
- 3.3. Accommodation in Gryffe High School is such that an additional class could not be accommodated every year. The proposed increase of intake in 2020/21 could not be repeated in 2021/22 nor in subsequent years without the need for an increase in accommodation and the significant financial expenditure associated with any such proposals.
- 3.4. Council has agreed for previous intake years in 2005, 2011 and 2019 to the increase of S1 intake to 180. Although this increase was previously agreed for the 2019 session we did not require to use this additionality. Gryffe High School are therefore able to accommodate a maximum intake of 180 pupils for the 2020/21 session.
-

Implications of this report

- 1. Financial**
None.
- 2. HR and Organisational Development**
Additional teacher staffing would be required in accordance with normal staffing formula.
- 3. Community/Council Planning**
None.
- 4. Legal**
None.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

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

8. Health and Safety

None.

9. Procurement

None.

10. Risk

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

None

The contact officer within the service is (Stephen Gorman, resources support manager, 0141 618 5197 stephen.gorman@renfrewshire.gov.uk).

Children's Services

SG/KO

14 February 2020

Author: Stephen Gorman, resources support manager, stephen.gorman@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Early Learning and Childcare Entitlement - 1140 Expansion Update

1. Summary

- 1.1 The Scottish Government is increasing the provision of early learning and childcare from the current 600 hours to 1140 by August 2020. This applies to all 3 and 4 year olds, and eligible 2 year olds. As agreed at the Education and Children's Services Policy Board on 15 March 2018, the expansion is being phased in Renfrewshire in the lead up to school session 2020.
 - 1.2 The 1140 programme has transformative potential to raise the attainment of all children with a focus on giving children the best start in life and in narrowing the poverty related attainment gap. The expansion of early learning and childcare is to be underpinned by the following four key principles - quality, accessibility, flexibility and affordability.
 - 1.3 A report to the Education and Children's Services Policy Board on the 31 October 2019 provided members with an update on the 1140 expansion of early learning and childcare in Renfrewshire.
 - 1.4 Councils across Scotland regularly report to the Scottish Government on their progress on phasing of 1140 hours, workforce and infrastructure developments. In December 2019 the Scottish Government issued the Early Learning and Childcare Expansion Delivery Progress Report (September 2019) to Councils, which indicated that good progress was being made across Scotland towards the expansion.
 - 1.5 This report provides a further update on the current status of the expansion programme in Renfrewshire, in relation to implementation, infrastructure and workforce. The overall assessment of Renfrewshire's progress to date is positive and is in line with the progress being made across Scotland.
-

2. Recommendations

2.1 The Education and Children's Services Policy Board is asked to:

- (i) note the current progress to date in implementing of 1140 expansion of early learning and childcare; and
 - (ii) note the revised infrastructure timeline and contingency arrangements for ensuring the required spaces for all eligible children from August 2020 in areas where there is a delay in the completion of a construction project, as detailed in section 4.3.4 of this report.
-

3. Background

- 3.1 Currently, under The Children and Young People (Scotland) Act 2014, children aged 3 and 4 years and eligible 2 year olds are entitled to 600 hours of funded early learning and childcare per annum. The 2014 Act was modified in 2019 to amend the mandatory amount of funded early learning and childcare hours from 600 hours to 1140, with the increase in hours coming into force in August 2020.
- 3.2 The Education and Children's Services Policy Board approved the early learning and childcare expansion plan for Renfrewshire at a meeting on 15 March 2018. Further papers relating to the expansion were presented to the same policy board in August 2018, January and October 2019.
- 3.3 Renfrewshire's plan has been developed in line with the Government advice to 'use what you have' in terms of the workforce, infrastructure and by securing places with the independent and third sector partner providers, including childminders. The planned infrastructure developments to support the expansion includes 16 refurbishments, 6 extensions and 4 new builds.
- 3.4 Renfrewshire Council's plan offers parents a range of options for accessing their child's free early learning and childcare entitlement across each geographical area. In each area, parents will be able to choose from a range of providers and options, as follows:
- a service which opens between 8 am to 6 pm provision over the school year, 46 or 50 weeks;
 - specific options of 6 hours per day over 38 weeks (school day model);
 - an option of 8am to 6pm over 2.5 days for 50 weeks; or
 - 8 am to 1 pm or 1 pm to 6 pm over 45.6 weeks.
- 3.5 Until the start of the school session in August 2020 the Council has a duty to ensure that the legislative requirement to provide children with 600 hours of funded early learning and childcare is maintained.
- 3.6 The identified key risks in achieving the expansion within the timescale set continue to be proactively managed by council officers. The risks include, progressing infrastructure developments; securing sufficient qualified staff; and future sustainability of the independent and third sector providers.

4 Progress in Implementing Renfrewshire Council's 1140 Expansion Plan

4.1 Implementation

4.1.1 During the current school session, the Council has offered early years places to an increasing number of children as part of the agreed phasing plan. Currently 1774 (41%) of children are receiving the expanded provision.

4.1.2 Early learning and childcare places continue to be offered via a mix of Council and funded partner facilities, including childminders, with 69% (2955) being delivered within Council establishments and 31% (1348) in funded provider services. The breakdown of the current expanded places offered as per provider is as follows:

- Local authority – 1095
- Funded provider – 679

4.1.3 The time line for progressing the early years admissions process for session 2020/21 has been brought forward to enable an earlier understanding of the projected uptake and demand across individual establishments and each area admissions panel area.

4.1.4 Communications for parents and the workforce in relation to the expansion is ongoing via several media platforms and internal communications. This includes information for parents about the early learning and childcare entitlement and the admissions process, and information for staff about career and job opportunities.

4.1.5 Renfrewshire Council continues to be committed to ensuring high quality early learning and childcare and has progressed a range of opportunities to support the development of new and existing staff (practitioners and leaders) in Council and funded partner establishments as follows:

- a range of professional learning seminars, leadership courses and conferences for existing heads, deputies and senior staff; and
- funded support for leaders and practitioners to access certificated training to enable them to meet Scottish Social Services Council (SSSC) registration requirements.

4.1.6 Children's Services quality improvement framework and programme of support visits to Council and funded partner establishments support them to ensure and maintain quality.

4.2 Workforce

4.2.1 Securing the required workforce to support the 1140 expansion continues to be a key priority for the Council. As a result of a range of recruitment exercises and voluntarily contractual changes, Children Services are 63% towards achieving their workforce target for August 2020.

- 4.2.2 There are remaining vacancies across Council establishments, which pose a moderate risk to the successful delivery of this programme. A range of interventions to mitigate this risk are on-going such as the recruitment of Modern Apprentices; training Early Learning Support Workers to achieve the required qualification to work as Early Learning and Childcare Officers; the introduction of a programme to re-train Council employees to work in early learning and childcare establishments, and working with schools and colleges and an independent provider to train senior pupils in early years through the foundation apprenticeship and vocational training route.
- 4.2.3 Funded providers have been supported to address workforce challenges by involving them in Council recruitment events; by developing a communication toolkit to enable them to promote their services; through grant support which could be used for trainee employee costs; and support with training costs for unqualified staff working in their establishments. We will continue to work with our providers to support them to address future workforce challenges.
- 4.2.4 It should also be noted that, because not all children will be three years old as of August, not all posts will require to be filled in time for the school session starting. Early analysis of the admissions information will support deployment of staff to ensure successful delivery of expansion.

4.3 Infrastructure

- 4.3.1 The initial planned infrastructure programme to support the expansion comprised of 27 projects: 17 refurbishments, 6 extensions and 4 new builds. Through continued planning and analysis of need the infrastructure programme now comprises of 26 projects: 16 refurbishments, 6 extensions and 4 new builds. Nine of the refurbishments are complete and the overall assessment of progress to date is positive.
- 4.3.2 The Scottish Future's Trust has been working with all local authorities to ensure contingency plans are in place to provide sufficient spaces for all entitled children by August 2020 in the event that construction projects are not complete by this date. In this respect, the Council has flagged delivery risk, and mitigation which ensures that places will be available to support the delivery of 1140 hours of early learning and childcare to all entitled children by August 2020, against 2 of the 4 new build projects, 1 of the extension projects and 1 of the 16 refurbishment projects. The details of these contingency arrangements are noted as 'delivery risks' below.
- 4.3.3 Delivery risks:
- Lochfield Early Learning and Childcare Centre (new build): revised completion date November 2020. This risk relates to ground conditions identified by the contractor in December 2019. The remediation required will delay the construction start date, impacting on an already tight construction programme.
 - Dargavel Early Learning and Childcare Centre (new build): revised completion date November 2020. This risk is the result of delays in the transfer of land from BAE and the subsequent delay in commencing site investigation which ultimately impacts on the construction programme.

- Lochwinnoch Early Learning and Childcare Class (refurbishment): revised completion date November 2020. This risk is the result of a legal requirement to respond to 'Bat Activity'. Work should have commenced on site in May 2020; however, evidence of potential bat roosting has been identified and therefore construction cannot commence until July 2020 at the earliest.
- St Catherine's Early Learning and Childcare Class (extension): revised completion date November 2020. A revision of the construction approach, from a modular extension to traditional build, is required as the opportunity to progress this project through the Crown Commercial Services and Scottish Procurement Alliance national frameworks was no longer viable in terms of delivery timescales.

Advice obtained from key suppliers on the frameworks reported that manufacturing and design slots for modular construction were generally at full capacity for projects of the scale of St Catherine's until at least August 2020 and as such, there would be significant risk in obtaining Building Warrant and Planning Consent within acceptable timescales.

- 4.3.4 To mitigate any delivery risk, Children's Services is analysing admissions data to manage the placement allocation from August 2020; with children aged 3 years becoming eligible from the month after his or her 3rd birthday. As not all children will be 3 years old in August, a reduced number of children will be entitled to a place and temporary arrangements can therefore be made to redirect entitled children to alternative facilities until the new build Centres are ready for occupation.
- 4.3.5 In terms of Lochwinnoch ELCC the proposal is to decant the children to the McKillop Institute until the refurbishment to the existing building is finalised. Children will continue to attend St Catherine's ELCC and additional children that cannot be accommodated within the existing floor space will be temporarily relocated until the extension to the building is complete. Admissions arrangements have been brought forward to support this analysis and a greater understanding of the number of places required will be known in April 2020. Given this mitigation the likelihood and impact of these delivery risks are low.
- 4.3.6 Construction risks have been identified through ongoing site investigations and technical appraisals. Due to the complex and varied nature of the construction sites there exists inherent risk in the ground conditions and substructure, building services connections and potential adverse weather conditions. The project team and contractor will routinely monitor construction progress against the programme in order to identify any potential slippage and means of mitigation against these low risk elements. Given this mitigation the likelihood and impact of these construction risks is low.

Implications of this report

1. Financial

Renfrewshire Council's delivery of the expansion plan will require to be in line within the Government funding.

2. HR and Organisational Development

As outlined in the report presented to the education and children's services policy board in August 2018.

Additional early years staff and managers are required to deliver the expansion. The workforce subgroup continues to lead on recruitment and training options to help ensure that there are sufficient staff to support the expansion.

3. Community/Council Planning

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

4. Legal

The Council will require to comply with any change to support for early learning and childcare in the Children and Young People (Scotland) Act 2014, amended Act 2019

5. Property/Assets

The development of individual infrastructure projects is informed, as appropriate, by officers from children's services; finance and resources; communities, housing and planning services; and environment and infrastructure services.

6. Information Technology

Information and technology will be required to be set up for new services.

7. Equality and Human Rights

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

8. Health and Safety

It is integral to the Council's aim of securing the health and wellbeing of employees and those affected by its undertakings and without this continued effective focus, there is a risk that will adversely impact on the Council both financially and in terms of service delivery.

9. Procurement

The Renfrewshire Expansion Plan will consider the way in which providers are contracted to deliver early learning and childcare services for entitled children. Future procurement arrangements will reflect the Scottish Government procurement guidance for engaging independent providers or third sector in delivering early learning and childcare.

10. Risk

Given the expansion across Scotland there will be a demand on the construction industry which could result in insufficient providers being available to build and deliver the adaptations required.

Given the scale of expansion across Scotland, Children's Services may be unable to recruit sufficient staff to deliver the expansion of funded early learning and childcare.

Providers in the independent and third sector will face challenges in retaining and recruiting sufficient staff, posing a risk on the number of places available.

There is a risk around independent and third sector sustainability due to their concerns about retaining their workforce, living wage implications receiving a sustainable rate for early learning and childcare and sustainable around non-funded hours part of other businesses. These concerns have been raised across Scotland, as well as in Renfrewshire.

11. Privacy Impact

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

12. COSLA Policy Position

COSLA has been involved in the negotiations with the Scottish Government regarding the expansion of 1140 hours of early learning and childcare. The Renfrewshire plan reflects the COSLA position.

13. Climate Risk

None

List of Background Papers

- (a) Early Learning and Childcare Entitlement Expansion Plan, Education and Children's Services Policy Board, 24 August 2017.

- (b) A blueprint of 2020: the expansion of early learning and childcare in Scotland – early learning and childcare service model for 2020 consultation paper, The Scottish Government 2018.
- (c) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children’s Services Policy Board, 15/03/18
- (d) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children’s Services Policy Board, 23/08/18
- (e) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children’s Services Policy Board, 17/01/19
- (f) Early Learning and Childcare Entitlement - 1140 Expansion Phasing Update, Education and Children’s Services Policy Board, 31/10/19

The foregoing background papers will be retained within children’s services for inspection by the public for the prescribed period of four years from the date of the meeting.

The contact officer within the service is Kathleen McDonagh, Education Manager, 0141 618 7196, Kathleen.mcdonagh@renfrewshire.gov.uk

KMcD/JC/SQ/LG
25 February 2020

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

On: **12 March 2020**

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

Heading: **Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2020/21**

1. Summary

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
 - 1.2. This report provides information on the proposed allocation of funding during 2020/21 to out of school care groups in the private and voluntary sector and for early years voluntary sector organisations, playgroups and toddler groups.
 - 1.3. Acceptance of the recommendations contained within the report will result in £163,089 being disbursed to private and voluntary sector organisations.
-

2. Recommendations

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

3. Background

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

4. Proposals for the Allocation of Funding 2020/21

- 4.1. Renfrewshire Council continues to support voluntary sector organisations through the distribution of funding for the delivery of services for families with young children.
- 4.2. For the avoidance of doubt, payments will only be made to those recommended organisations detailed within this report when all satisfactory checks and assessments have been completed. These checks also include financial information and latest Care Inspectorate grades.
- 4.3. Appendix 1 of this report provides an overview of the proposed allocation of £163,089 for grants to voluntary sector organisations supporting children and families, out of school care services and pre-5 voluntary sector playgroups for 2020/21.
- 4.4. Appendix 2 attached to the report provides a breakdown of the proposed allocation of £30,839 to the out of school care sector.
- 4.5. The criteria agreed for the disbursement of the resources for out of school care services continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed by the policy board. The education and children's services policy board at its meeting on the 15 March 2018 approved a point value of £100 per point. The proposed allocation of funding outlined in appendix 3 is based on a point value of £100.
- 4.6. Appendix 3 of this report provides a breakdown of the proposed allocation of £3,050 to the pre-5 voluntary sector playgroups and toddler groups.
- 4.7. Rainbow nursery is presently operated by Childcare First Ltd and is registered with the Care Inspectorate to provide early learning and childcare to a maximum of 45 children not yet attending primary school, at any one time. The nursery operates a service for children aged from 0 to 3 years and children aged 3 to 5 years.
- 4.8. The Board of Childcare First has intimated its intention to close Rainbow nursery on 30 June 2020. It is recommended that a limited grant allocation of up to £70,000 be made to support Rainbow nursery to enable the service to continue until the end of the school year to support the continuation of the service and transition arrangements for those children transferring to primary school. The proposed grant allocation is included in the grant overview attached as appendix one to this report.

- 4.9. Further applications for grants which are under £1,500 will be approved by the director of children's services using delegated authority on the basis of the council's existing scheme of delegation functions. Any award greater than £1,500 will be presented to future education and children services policy boards for approval.

Implications of this report

1. Financial

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

2. HR and Organisational Development

None.

3. Community/Council Planning

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

4. Legal

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

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

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

A condition of the grants agreement is that services comply with the Equality Act 2010.

8. Health and Safety

None.

9. Procurement

None.

10. Risk

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

11. Privacy Impact

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

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

None.

*Children's Services
JM/IH/KMcD/LG/KO
17 February 2020*

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Distribution of Funding to Support Services for Children and Families 2020/21

Service	Outcome	Funding proposed 2020/21
Home-Start Renfrewshire and Inverclyde	Outreach service for families with children under 5 years	£45,200
Moorpark Community Association Cherrie Children Daycare	Support to residents from designated data zones in the Moorpark and Renfrew area.	£14,000
Childcare First Ltd	Support to Rainbow nursery to enable the service to continue until the end of the school year to support the continuation of the service and transition arrangements for children transferring to primary school.	Up to £70,000
Out of School Care Services (appendix 2)	Support to out of school care services in the independent sector.	£30,839
Pre-5 Voluntary Sector Grants (appendix 3)	Support to individual pre-5 voluntary sector providers.	£3,050
Total		£163,089

Appendix 2

Jan-20			OUT-OF-SCHOOL CARE SUPPORT 2020/21									
Name of Group	Care Inspectorate	SIMD 2020	Criteria									
			Private	Renfrewshire	Subsidised	Equipment	Expansion of	Expansion of	Holiday cover	Use Schools or	Points	Award
			0 Points	Council	Places	1 point	childcare places	childcare places	1 point	Community halls	Accrued	Recommended
			Voluntary	Targeted	1 Point	per 8 existing	2 points per 8 places	5 points	Per	Term Time Only		
			1 point	Data Zones Area	per 8 places	places	for existing	per 8 places	8 Places	- 1 Point		£100
				5 points			providers	For New		Year Round		
								Provider		-2 Points		
3 Bears Nursery Ltd	3 Bears Nursery - Renfrew	2	0	5	0.00	1.5	0	0	1.5	0	8.00	£800.00
WACA Scotland Ltd	Bishopton Out of School Care-Cornerston	6	0	0	0.63	6.25	0	0	5	-2	9.88	£988.00
WACA Scotland Ltd	Bishopton After Care Service	10	0	0	0.63	5	0	0	0	1	6.63	£663.00
Brediland Out of School Club Limited	Foxbar Out of School Club	8	0	0	0.50	5	0	0	5	0	10.50	£1,050.00
Cairellot Nursery Ltd	Cairellot Nursery Ltd	10	0	0	0.63	8	0	0	8	0	16.63	£1,662.50
Carli's Kindergarten Ltd	CK Childcare - Langbank	9	0	0	1.00	3	0	0	0	0	4.00	£400.00
Carli's Kindergarten Ltd	CK Childcare	5	0	0	1.63	3	0	0	3	-2	5.63	£563.00
Child's Play Out of School Care Ltd	Child's Play - Lochwinnoch	8	0	0	0.00	5	0	0	5	-2	8.00	£800.00
Foxbar Outreach Childcare Services	Foxbar Outreach Childcare Services	2	0	5	0.00	4.38	0	0	4.38	-2	11.75	£1,175.00
Glencoats Lodge Nursery	Glencoats Out of School Care	2	0	5	0.38	5	0	0	5	-2	13.38	£1,337.50
Gryffe Manor Nursery Ltd	Gryffe Manor Out of School Care	8	0	0	2.25	10	0	0	6.25	0	18.50	£1,850.00
Hummingbird Out of School Care Ltd	Hummingbird Out of School Care Ltd	3	0	0	0.00	3.75	0	0	3.75	0	7.50	£750.00
In Safe Hands Childcare Ltd	St James Out of School Care	2	0	5	0.00	7.5	0	0	0	-1	11.50	£1,150.00
Insafe Hands Childcare Ltd	Insafe Hands (Newmains)	4	0	0	0.00	5	0	0	5	-2	8.00	£800.00
Insafe Hands Childcare Ltd	In Safe Hands	2	0	5	0.00	3	0	0	3	0	11.00	£1,100.00
Johnstone Out of School Service	Johnstone Out of School Service	3	1	0	2.00	5	0	0	5	-2	11.00	£1,100.00
Kilbarchan Community Nursery (SCIO)	Kilbarchan Community Nursery SCIO	6	1	0	0.00	2.5	0	0	0	-1	2.50	£250.00
KLAS Care C.I.C	Klas Care C.I.C (Johnston)	3	0	0	1.00	5	0	0	0	-1	5.00	£500.00
Klas Care C.I.C	Klas Care (Linwood)	3	0	0	2.63	5	0	0	5	-2	10.63	£1,062.50
Linwood Community Childcare	Linwood Community Childcare	2	1	5	0.00	4.88	0	0	4.88	-2	13.75	£1,375.00
Momags Kidsclub Ltd	Momags Kidsclub Ltd (Arkleston)	8	0	0	1.13	6.25	0	0	0	-1	6.38	£637.50
Momags Kidsclub Ltd	Momags Kidsclub Ltd (Kirklandneuk)	1	0	5	1.38	6.25	0	0	6.25	-2	16.88	£1,687.50
Moorpark Community Association Cherrie Childrens Day Care	Cherrie Children Daycare	2	1	5	0.00	5	0	0	5	-2	14.00	£1,400.00
Primary Out of School Care	Primary Out of School Care	1	0	5	1.50	5	0	0	0	0	11.50	£1,150.00
Ralston Primary Out of School Care	Ralston After School Care	9	1	0	1.00	10	0	0	10	-2	20.00	£2,000.00
Roin Ltd	Jennyswell OSC -Lochfield	5	0	0	1.00	4	0	0	0	-1	4.00	£400.00
Roin Ltd	Jennyswell OSC -Todholm	4	0	0	1.00	6.25	0	0	2	-1	8.25	£825.00
School's Out Centres Ltd	School's Out - St Annes	5	0	0	0.88	3.75	0	0	0	-1	3.63	£362.50
School's Out Centres Limited	School's Out - Bargarran	5	0	0	2.63	6.25	0	0	6.25	-2	13.13	£1,312.50
School's Out Centres Limited	School's Out - Barsail	5	0	0	2.50	5	0	0	5	-2	10.50	£1,050.00
School's Out Centres Limited	School's Out - Nazarene	5	0	0	1.13	6.25	0	0	0	-1	6.38	£637.50
												£30,839.00

Distribution of funding support services for children and families - pre-five voluntary sector grants 2020/21

Organisation	Purpose of Grant	Recommendation Award 2020/21
Howwood Playgroup	To support with the cost of rent and insurance.	£375
Langbank Playgroup	To support with the salary of 2 worker salary, SPPA insurance, hall rent and contribution towards a healthy snack. Trips and outings.	£375
Langbank Under 3s	To support operating costs and new equipment.	£250
Johnstone Castle Mother and Toddler Group	To support with the cost of rent	£300
Johnstone Teeny Tots	To support the cost of rent.	£300
Barshaw Toddler and Toddlers Plus Group	To support the cost of rent	£300
Rowan Street Playgroup	To support the cost of rent and insurance.	£375
Lylesland Parent and Toddler Group	To support the costs of trips and outings.	£125
Lochwinnoch Toddlers Group	To support operational costs	£500
Kilbarchan Tuesday Tots	To support operational costs	£150
Total		£3,050



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

On: **12 March 2020**

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

Heading: **Mid-year Attainment Challenge report**

1. Summary

- 1.1. This board report provides an update on progress in relation to the Scottish Attainment Challenge.
 - 1.2. Renfrewshire became one of nine challenge authorities in 2016. The overall aim of the Attainment Challenge is to close the poverty-related attainment gap. As part of the grant requirements, a report, see appendix 1, is submitted bi-annually to the government which outlines progress towards three long-term outcomes. The outcomes are to improve learning and teaching, improve health and well-being and to close the poverty-related attainment gap.
 - 1.3. As reported by Education Scotland in 2019, we continue to build on the excellent progress made in raising attainment for all while closing the poverty-related attainment gap in Renfrewshire.
 - 1.4. Work-streams continue to deliver high quality, evidence-based approaches which are having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire children and young people.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to note the contents of the report.
-

3. Background

- 3.1. There are five main work-streams within the Attainment Challenge. These are data analysis, learning and teaching, families and communities, leadership and care experienced children and young people.

- 3.2. As part of the grant requirements, the authority is required to report to Scottish Government on a quarterly financial basis and bi-annually detailing progress towards outcomes via a narrative style report. This report is also scrutinised by Education Scotland.
-

4. Progress

- 4.1. This report summarises the progress made in relation to the three long term outcomes with the full report available in appendix 1.
- 4.2. With regards to raising attainment, Renfrewshire continues to make year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas.
- 4.3. The poverty-related attainment gap in Renfrewshire is reducing. The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced as the attainment of our most deprived pupils has increased at a higher rate than least deprived pupils. This pattern is replicated for both individual and area-based measures of deprivation such as clothing grant and free school meal entitlement.
- 4.4. A range of Health and Wellbeing interventions and projects are being delivered across schools to improve the social and emotional health of children, young people and families. Qualitative and quantitative measures are collected from a range of sources including wellbeing wheels, PATHs surveys and Place2Be/Lifelink counselling participation rates and case studies. This data enables us to identify areas of need and target supports effectively.
- 4.5. High quality professional development continues to be offered to staff at all levels. This is delivered in partnership with a range of academic partners such as Strathclyde University, Stanford University and the University of Glasgow and is having a positive impact on the learning and teaching in our classrooms.
-

Implications of this report

- 1. Financial**
None

- 2. HR and Organisational Development**
None.

- 3. Community/Council Planning**

Our Renfrewshire is fair - *The appendix details a range of activities which reflect local community planning themes*

Tackling inequality, ensuring opportunities for all - *The appendix details a range of activities which reflect local*

Working together to improve outcomes

- *The appendix details a range of activities which reflect local community planning themes*

4. Legal
None.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality and Human Rights

- (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report 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
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
Not applicable.

13. Climate Risk
None.

List of Background Papers

- (a) Background Paper 1: None.



Proposal Period	Financial Year – 2020/21
Local Authority	Renfrewshire
Key Contact at Authority	Steven Quinn
Attainment Advisor	Emma McGill



Guidance:

Please complete the below template, taking note of the following key points:

- The breakdown between primary and secondary costs can be merged and reported as an overall cost where appropriate.
- Any new Interventions should be specified in full, with a robust set of outcomes and measures.
- The proposal should be fairly light touch where there are continuing Interventions. These should, however, include some rationale for continuing each of these pieces of work. Following discussions with Scottish Government /Education Scotland and Attainment Advisors, consideration should be given on whether any changes to either the intervention or its set of outcomes and measures is required.
- Scottish Government/Education Scotland colleagues are happy to discuss and provide further guidance where necessary.

Renfrewshire Attainment Challenge 2020-21

Costings	
Project Delivery	£640,000.00
Learning and Teaching	£2,341,000.00
Families and Communities	£1,126,000.00
Leadership	£464,000.00
Existing Challenge Schools <small>Difference from original funding to PEF funding to allow existing plans to continue (no detriment model)</small> <small>*subject to school PEF allocation</small>	£76,000.00
Total	£4,647,000.00

Challenge Authority Programme - Primary and Secondary Summary

Non-Staff Intervention/Resource	Primary and Secondary Costs	Staffing	Primary / Secondary		
			FTE	COST	
Project Support	£0k	Teachers	41.1	£1770k	
Learning and Teaching	£372k	Principal Teachers	2	£100k	
Families and Communities	£355k	Ed / Development Officers	7	£480k	
Leadership	£464k	Ed Psychologists	2.5	£184k	
Existing Challenge Schools	£76k	Data Analysis Officers	2	£92k	
		Project Manager	1	£60k	
		Family Learning Coordinator	0	£0k	
		Family/home-link workers	12.5	£395k	Total for 2020/21
		Early Years Professionals	6	£188k	
		Research / Support Officers	2	£57k	
		Sessional Staff	13	£54k	
Non-Staff Total 2020/21	£1,267k	Staff Total 2020/21	89.1	£3,380	£4,647k

Proposed Improvement Plan

1.1	Project Delivery: Supporting Functions										
Continuing Intervention from 2019/20 Plans? Y/N		Y									
2020/21 Proposed Funding		£208k									
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Project Manager</td> <td style="text-align: right;">£60k</td> </tr> <tr> <td>Quality Assurance Lead Officer</td> <td style="text-align: right;">£91k</td> </tr> <tr> <td>Research Assistant</td> <td style="text-align: right;">£30k</td> </tr> <tr> <td>Support Officer</td> <td style="text-align: right;">£27k</td> </tr> </table>		Project Manager	£60k	Quality Assurance Lead Officer	£91k	Research Assistant	£30k	Support Officer	£27k
Project Manager	£60k										
Quality Assurance Lead Officer	£91k										
Research Assistant	£30k										
Support Officer	£27k										
If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19 No change											

1.2	Project Delivery: Data Analysis		
Continuing Intervention from 2019/20 Plans? Y/N	Y		
2020/21 Proposed Funding	£432k		
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Management Information Officer	£55k	
	Information Systems Officer	£37k	
	11 x difference from teacher to PT Point 2	£118k	
	4.1 backfill FTE teachers to support management & leadership of PTs	£222k	
If new for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20 No change			

2.1	Learning and Teaching: Literacy		
Continuing Intervention from 2019/20 Plans? Y/N		Y	
2020/21 Proposed Funding		£829k	
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff		Literacy Projects with University of Strathclyde £50k Literacy Development Officer £76k Resources £10k 12fte Literacy and Numeracy teachers £648k Libraries Attainment Team £45k	
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of plan with reduced costings for University of Strathclyde due to focus on sustainability of programme.</p>			

2.2	Learning and Teaching: Numeracy
Continuing Intervention from 2019/20 Plans? Y/N	Y
2020/21 Proposed Funding	£418k
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Numeracy Development Officer £71k Numeracy Professional Development: (<i>Maths Recovery</i>) £50k Supporting Making Maths Count: £5k Mindset Mathematics Winning Scotland and Stanford University Partnership: £50k Modelling and Coaching Officers: £242k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan.</p>	

2.3	Learning and Teaching: Curricular Transitions																		
Continuing Intervention from 2019/20 Plans? Y/N	Yes																		
2020/21 Proposed Funding	£807k																		
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<table> <tr> <td colspan="2">P7 – S1 Transition Project</td></tr> <tr> <td>Curriculum and Transitions Development Officer</td><td>£69k</td></tr> <tr> <td>10fte transition teachers</td><td>£540k</td></tr> <tr> <td colspan="2">Early Level Transitions project</td></tr> <tr> <td>5 Early Years practitioners</td><td>£142k</td></tr> <tr> <td>1 0.8 primary practitioner</td><td>£46k</td></tr> <tr> <td colspan="2">Both transitions workstreams</td></tr> <tr> <td>Training and resources</td><td>£3k</td></tr> <tr> <td>Curriculum P1 Pedagogy</td><td>£7k</td></tr> </table>	P7 – S1 Transition Project		Curriculum and Transitions Development Officer	£69k	10fte transition teachers	£540k	Early Level Transitions project		5 Early Years practitioners	£142k	1 0.8 primary practitioner	£46k	Both transitions workstreams		Training and resources	£3k	Curriculum P1 Pedagogy	£7k
P7 – S1 Transition Project																			
Curriculum and Transitions Development Officer	£69k																		
10fte transition teachers	£540k																		
Early Level Transitions project																			
5 Early Years practitioners	£142k																		
1 0.8 primary practitioner	£46k																		
Both transitions workstreams																			
Training and resources	£3k																		
Curriculum P1 Pedagogy	£7k																		
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan with reduced costs in P1 Pedagogy. Plan detailed below.</p> <p>INQUIRY BASED LEARNING IN PRIMARY 3</p> <p>Rationale: To build on previous Attainment Challenge work ‘Exploring Pedagogy in primary 1’. This model is a development of play within the early years, which has children central to the design of the curriculum. The design of the programme is built on current research and key policy drivers. The work will be delivered in partnership with Strathclyde University.</p>																			

Impact: Develop a community of sharing effective pedagogy in primary three. Enhanced learning environments. Increased involvement of children in planning their own learning. Increased use of creative learning & teaching approaches.

Measures: Support visit notes, teacher evaluations, headteacher evaluations, photographic evidence and poster celebration.

2.4	Learning and Teaching: Assessment and Moderation	
Continuing Intervention from 2019/20 Plans? Y/N	Yes	
2020/21 Proposed Funding	£73k	
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Development Officer £66k Resources £7k	
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan with a focus on moderation across transitions.</p>		

2.5	Learning and Teaching: Health and Wellbeing
Continuing Intervention from 2019/20 Plans? Y/N	Y
2020/21 Proposed Funding	£214k
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Health and Wellbeing Development Officer £69k Supporting professional development £10k Place2Be (5 Primary and 2 Secondary schools) £125k Place2Be Training (1 cohort = 8 schools) £10k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Additional tasks to those outlined in Plan 19-20 and ongoing for 20/21:</p> <p><i>Living Life to the Full for Young People (LLTTF: YP) and ‘My Big Life’ (MBL)</i></p> <p>There continues to be a focus on developing the emotional literacy of children and young people by promoting positive wellbeing and healthy lifestyles, whilst ensuring staff are well equipped to support those in need. This session we are piloting LLTTF:YP and MBL in 6 secondary schools and 1 ASN school. This programme has a strong evidence base and focuses on the principles of cognitive behavioural therapy. The planning and implementation process of both the LLTTF and MBL programmes are continually supported by Educational Psychology (EP), with the use of improvement science methodology to monitor and evaluate the impact on young people’s wellbeing. This pilot includes a ‘train the trainer’ model for at least 2 staff from the Pupil Support teams of the schools involved, as well as the link EP, ensuring a sustainable approach and building the confidence and expertise of key staff delivering the programmes. In 20/21, we will extend the programme to remaining secondary schools to participate in a 3-year roll out of LLTTF:YP and MBL, including young people in Flexible Learning provision.</p>	

Personal and Social Education – Local Consultations with Young People

Following the national review of personal and social education, consultations at local level are being conducted with children and young people in selected primary schools (representation from each cluster) and secondary schools. In collaboration with the Youth Services team and Renfrewshire Youth Voice, we are consulting with young people to gain a clear understanding of learning experiences and current practice. Using the national intelligence along with our local findings, we will co-design a 'Framework for PSE' for Renfrewshire Schools to assist with the planning, development and delivery of relevant and progressive HWB courses, suitable for young people living in the 21st century.

Additional Key tasks for the Development Officer

- Coordination of the implementation and evaluation of the LLTTF programme, in partnership with Educational Psychology;
- Continued support for senior management and teams in schools delivering the programme during the pilot;
- Coordination of professional learning and resource allocation to support the delivery of the course(s);
- Share learning and effective practice;
- Use staff and pupil evaluations to plan and coordinate future implementation of LLTTF: YP and MBL programmes in new schools.
- PSE - Organise and lead, in collaboration with the Attainment Adviser, primary children focus groups (P5-7) and work with the Youth Services team to coordinate the training of peer-leaders to facilitate consultations with young people in secondary schools;
- Consult with staff currently delivering PSE to inform development of the PSE framework; and
- Collaborate with research assistant and West Partnership to collate and extrapolate key pieces of information from consultation exercise. Create a short-life working group of key stakeholders and young people to co-create the 'Framework for PSE'.

3.1	Families and Communities: Ready to Learn – Renfrewshire Nurturing Relationships Approach
Continuing Intervention from 2019/20 Plans? Y/N	Yes
2020/21 Proposed Funding	£284k
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	2.5fte Educational Psychologists £184k 2fte Principal Teacher (point 3) £100k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan. Due to sustainability, PT's will return to school in August 2020.</p>	

3.2	Families & Communities: Supporting Children & Families												
Continuing Intervention from 2019/20Plans? Y/N	Y												
2020/21 Proposed Funding	£632k												
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.	<table> <tr> <td>9FTE Inclusion Support Assistants</td> <td>£274k</td> </tr> <tr> <td>Cost of the School Day</td> <td>£50k</td> </tr> <tr> <td>Families First Programme</td> <td>£150k</td> </tr> <tr> <td>Interpreters Bank Pilot</td> <td>£5k</td> </tr> <tr> <td>PATHs resource</td> <td>£60k</td> </tr> <tr> <td>Parents in Partnership</td> <td>£93k</td> </tr> </table>	9FTE Inclusion Support Assistants	£274k	Cost of the School Day	£50k	Families First Programme	£150k	Interpreters Bank Pilot	£5k	PATHs resource	£60k	Parents in Partnership	£93k
9FTE Inclusion Support Assistants	£274k												
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Families First Programme	£150k												
Interpreters Bank Pilot	£5k												
PATHs resource	£60k												
Parents in Partnership	£93k												
If new for 2020//21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20 Inclusion support – no change to previous plan Cost of the school day – no change to previous plan Families First clubs – no change to previous plan Interpreters – no change to previous plan PATHS – no change to previous plan Parents in Partnership – reduced costs from previous plan due to staffing reduction													

3.3	Families & Communities: Family Engagement in Learning									
Continuing Intervention from 2019/20 Plans? Y/N	Yes									
2020/21 Proposed Funding	£210k									
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<table border="0"> <tr> <td>2fte Family Learning Workers</td> <td>£77k</td> </tr> <tr> <td>Part time Family Learning Support Workers – 1.5fte</td> <td>£44k</td> </tr> <tr> <td>Sessional Staff including Creche</td> <td>£55k</td> </tr> <tr> <td>Resources</td> <td>£34k</td> </tr> </table>		2fte Family Learning Workers	£77k	Part time Family Learning Support Workers – 1.5fte	£44k	Sessional Staff including Creche	£55k	Resources	£34k
2fte Family Learning Workers	£77k									
Part time Family Learning Support Workers – 1.5fte	£44k									
Sessional Staff including Creche	£55k									
Resources	£34k									
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan.</p>										

4.1	Leadership																
Continuing Intervention from 2019/20 Plans? Y/N	Y																
2020/21 Proposed Funding	£464k																
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<table> <tr> <td>Aspiring Leaders Programme</td><td>£15k</td></tr> <tr> <td>Drummond International proposal</td><td>£45K</td></tr> <tr> <td>Leadership Collaboration across the primary school</td><td>£250k</td></tr> <tr> <td>Leadership Learning Sets</td><td>£18k</td></tr> <tr> <td>Leadership Sustainability</td><td>£10k</td></tr> <tr> <td>Coaching & mentoring</td><td>£10k</td></tr> <tr> <td>Pupil Leadership</td><td>£55k</td></tr> <tr> <td>DoE</td><td>£61k</td></tr> </table>	Aspiring Leaders Programme	£15k	Drummond International proposal	£45K	Leadership Collaboration across the primary school	£250k	Leadership Learning Sets	£18k	Leadership Sustainability	£10k	Coaching & mentoring	£10k	Pupil Leadership	£55k	DoE	£61k
Aspiring Leaders Programme	£15k																
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Leadership Learning Sets	£18k																
Leadership Sustainability	£10k																
Coaching & mentoring	£10k																
Pupil Leadership	£55k																
DoE	£61k																
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>New for 20/21: Leadership Sustainability Work Rationale: To ensure attainment challenge leadership development work can be made sustainable as funding is reduced. Impact: Leadership developments continue to support staff at all levels. We have a highly skilled workforce that is ready to move into promoted posts, at all levels, as well as ensure that all staff are empowered to lead learning effectively at every stage of their professional careers.</p>																	

Measures: Sustainable Leadership Strategy 2020 -2024, numbers of leadership development opportunities.

Duke of Edinburgh

Rationale: To ensure that young people from our most deprived areas have access to Duke of Edinburgh. The DoE award is recognised nationally throughout Universities, colleges and by employers. Achieving an award can enhance positive destinations for our young people. In addition, we want to continue to involve our young people in the decision making process in our schools. DofE is another opportunity to enhance the leadership capacity throughout our schools.

Impact: Through participating in the awards, young people will have improved confidence, self-esteem and leadership skills as well as working towards a nationally recognised award.

Measures: Evaluation will be supported by DoE.

Not new but adapted from previous years:

Drummond International proposal:

It is proposed that a revised programme of head teacher leadership retreats be programmed to focus on building resilience, perseverance and ability to sustain effective leadership over an extended period of time in our head teacher group and provide an opportunity to focus on the mental health and well-being of our senior leaders so that they in turn are then best placed to lead effectively in an empowered system.

Leadership Learning Sets:

As before, but these will focus on deputy head teachers during 2020-21 to further their leadership capacity

Pupil Leadership:

We will further develop our partnership with CANI Coaching to deliver leadership programmes in all of our secondary schools

If new for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20.

Leadership Sustainability Work

- Working group will be established to review all leadership development work available through SAC and decide on how this can be taken forward with reduced finances – utilising Renfrewshire expertise
- The above will be incorporated into a new Sustainable Leadership Strategy produced by the working group



To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Attainment of 2018/19 School Leavers

1. Summary

- 1.1. On 31 October 2019 a report was approved by the Education and Children's Services Policy Board regarding the attainment of our young people in the 2019 exam diet.
 - 1.2. In the report of 31 October 2019, it was advised that a further report be considered by the Education and Children's Services Policy Board when school leavers' data became available. This report concerns the attainment of our 2018/19 school leavers in the four key measures contained in the INSIGHT benchmarking tool.
-

2. Recommendations

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

3. Background

- 3.1. A report on attainment was noted by the Education and Children's Services Policy Board in October 2019. It detailed the attainment of all our young people in S4, S5 and S6 in the 2019 exam diet. Included in the October 2019 report was a recommendation that a further report be submitted to the board with the attainment of Renfrewshire school leavers when this became available in spring 2020.
- 3.2. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:
- attainment in literacy and numeracy;
 - improving attainment for all;
 - attainment versus deprivation; and
 - leavers' destinations.
- 3.3. This report will provide data and commentary on the performance of the 2018/19 leavers cohort in these four key measures. A leavers cohort includes all pupils that left school within a year, regardless of the stage they were at when they left school.
- 3.4. The INSIGHT tool uses a 'virtual comparator' (VC) to allow authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are gender, stage of leaving, percentage of time spent in mainstream classes, and Scottish Index of Multiple Deprivation (SIMD) decile. INSIGHT also allows us to compare our performance with the national picture.

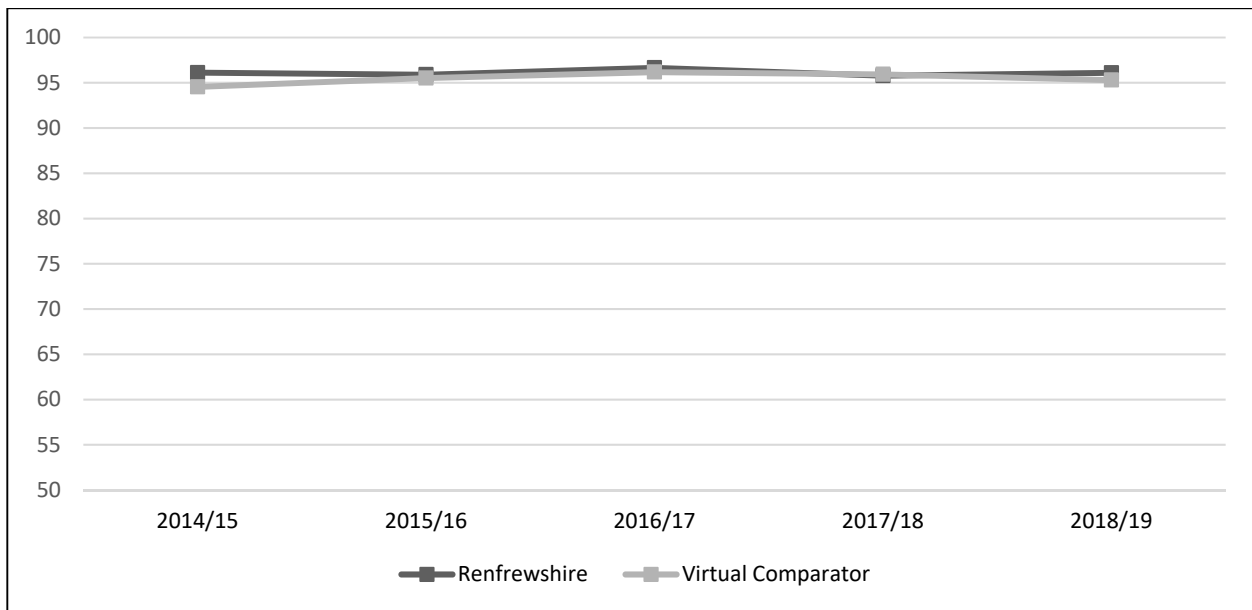
Attainment in Literacy and Numeracy

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

Attainment in Literacy

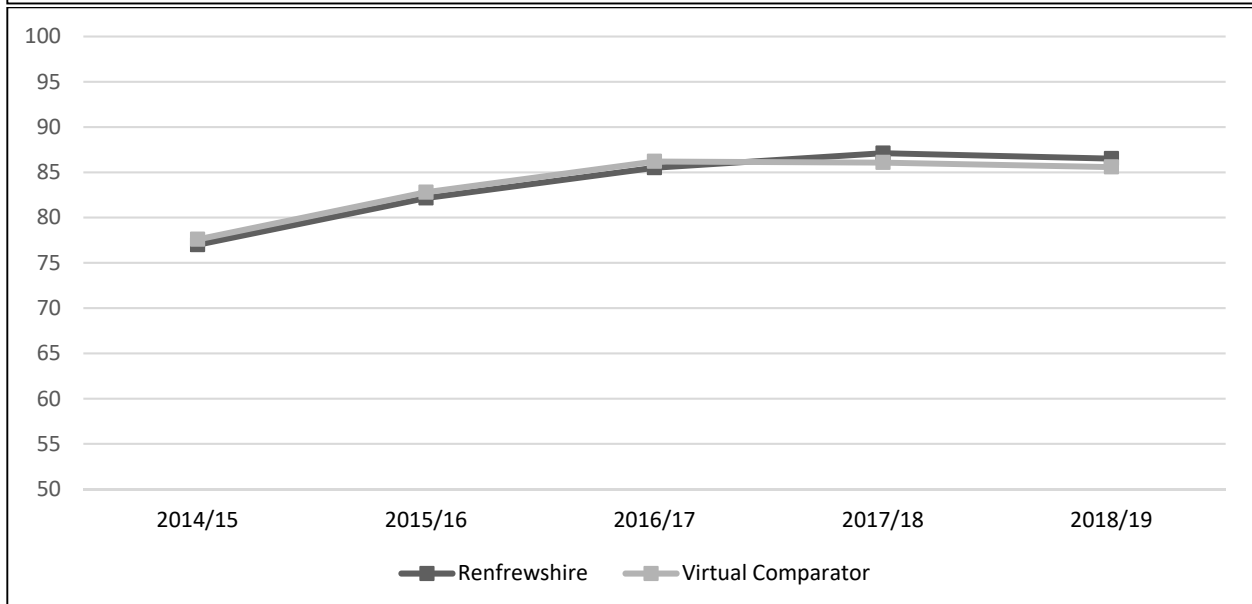
- 3.7. The graphs that follow show the percentage of leavers achieving SCQF level 4 and SCQF 5 in literacy over 5 years.

Graph 1: Percentage of Leavers Achieved SCQF Level 4 or Above in Literacy.



- 3.8. The percentage of leavers in Renfrewshire achieving literacy at SCQF level 4 or above has remained relatively constant over the past 5 years. In 2018/19, 96% of pupils achieved literacy at this level. Renfrewshire is marginally above the virtual comparator, which in 2018/19 was 95%.

Graph 2: Percentage of Leavers Achieved SCQF Level 5 or Above in Literacy.

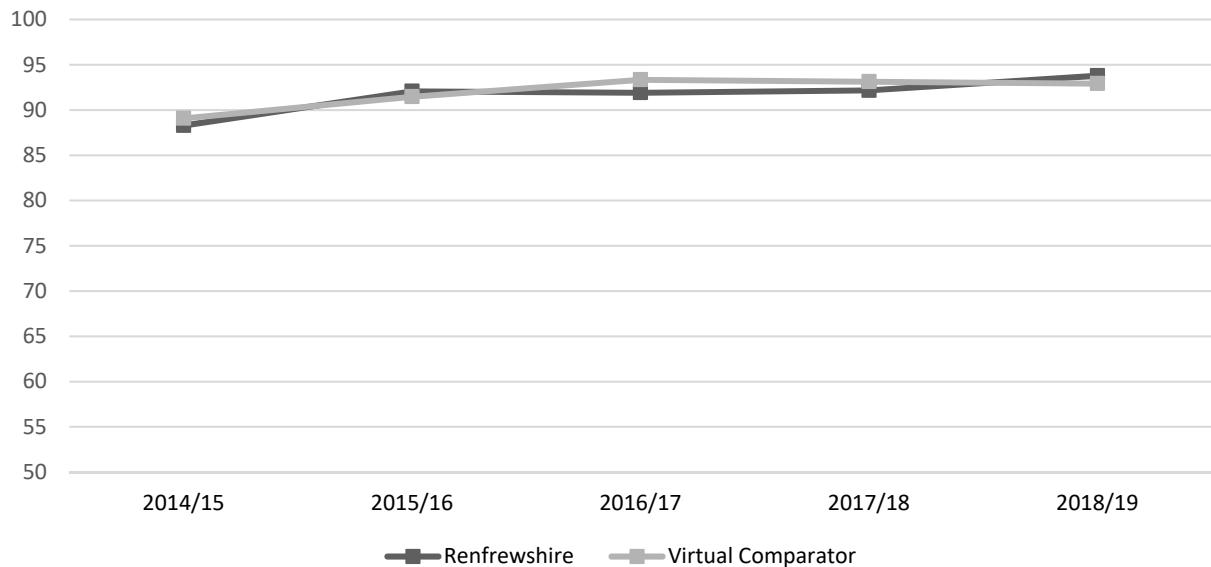


- 3.9. Attainment in literacy at SCQF level 5 or above is consistent with previous years at 87%. Renfrewshire has remained in line with the virtual comparator over 5 years. The percentage of pupils achieving literacy at SCQF level 5 has increased by 10 percentage points since 2014/15.

Attainment in Numeracy

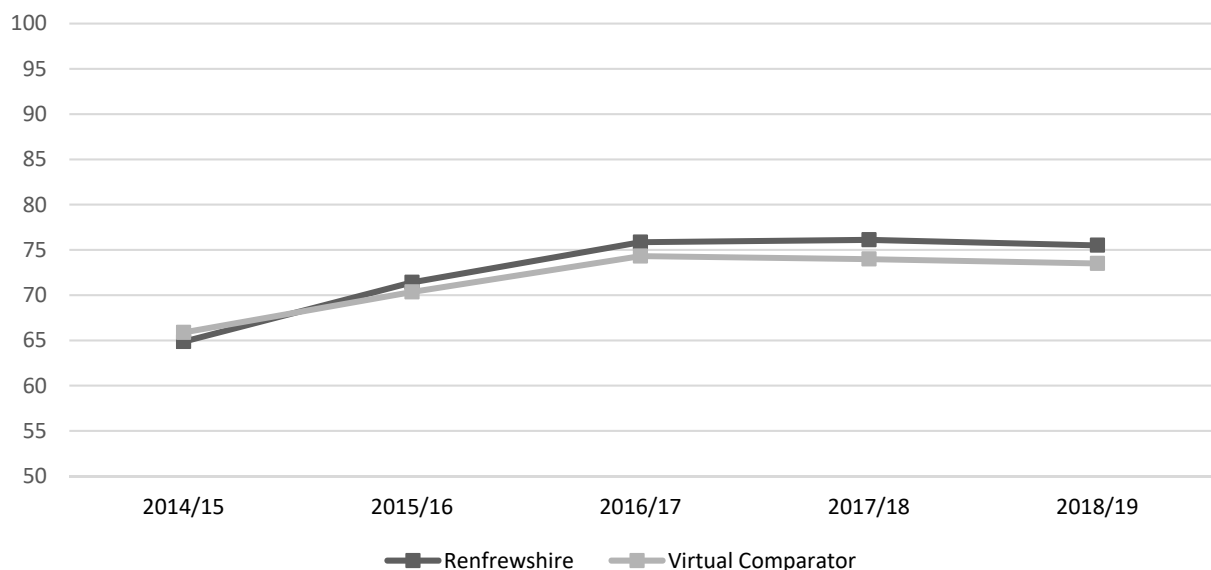
3.10. The graphs that follow show the percentage of Renfrewshire leavers who have achieved SCQF level 4 and SCQF level 5 in numeracy over 5 years.

Graph 3: Percentage of Leavers Achieved SCQF Level 4 or Above in Numeracy.



3.11. The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has increased by 2 percentage points since 2017/18 to 94%. This is marginally above the virtual comparator which is 93%. Over 5 years, the percentage achieving SCQF Level 4 numeracy or above has increased by 6 percentage points.

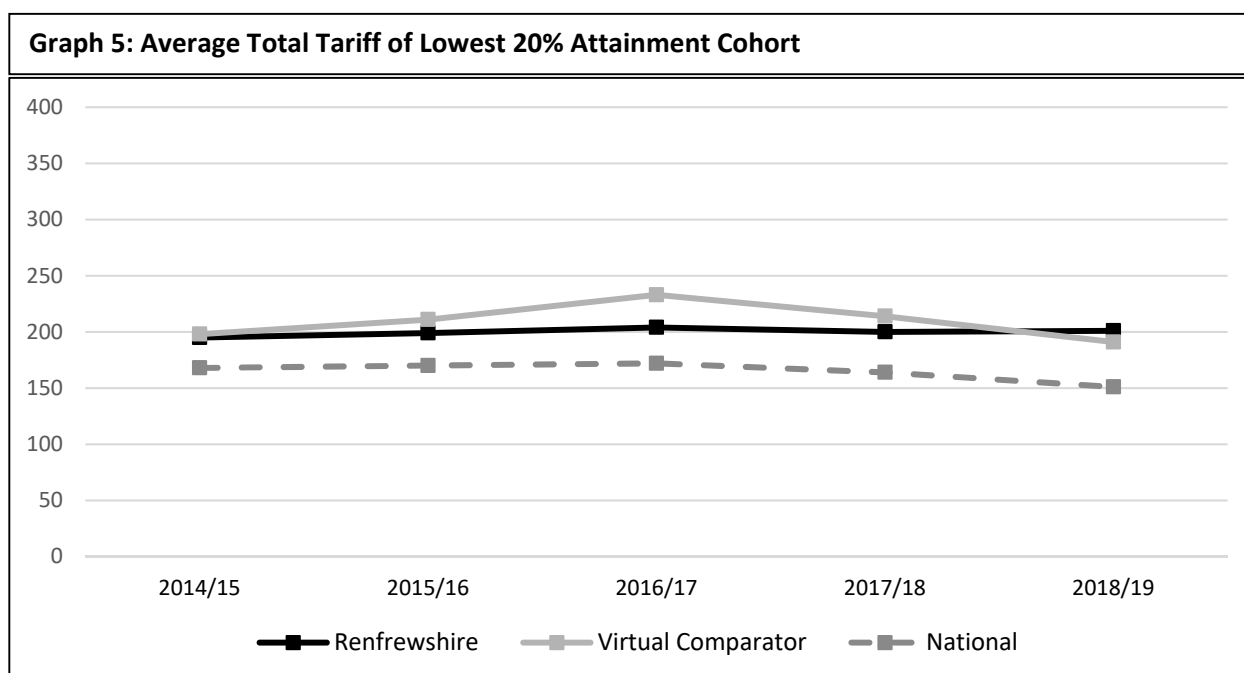
Graph 4: Percentage of Leavers Achieved SCQF Level 5 or Above in Numeracy.



- 3.12. The percentage of school leavers achieving SCQF Level 5 or above in numeracy is unchanged at 76%. Renfrewshire is above the virtual comparator, which decreased slightly to 73%. Over 5 years, the percentage achieving SCQF level 5 numeracy has increased by 11 percentage points.

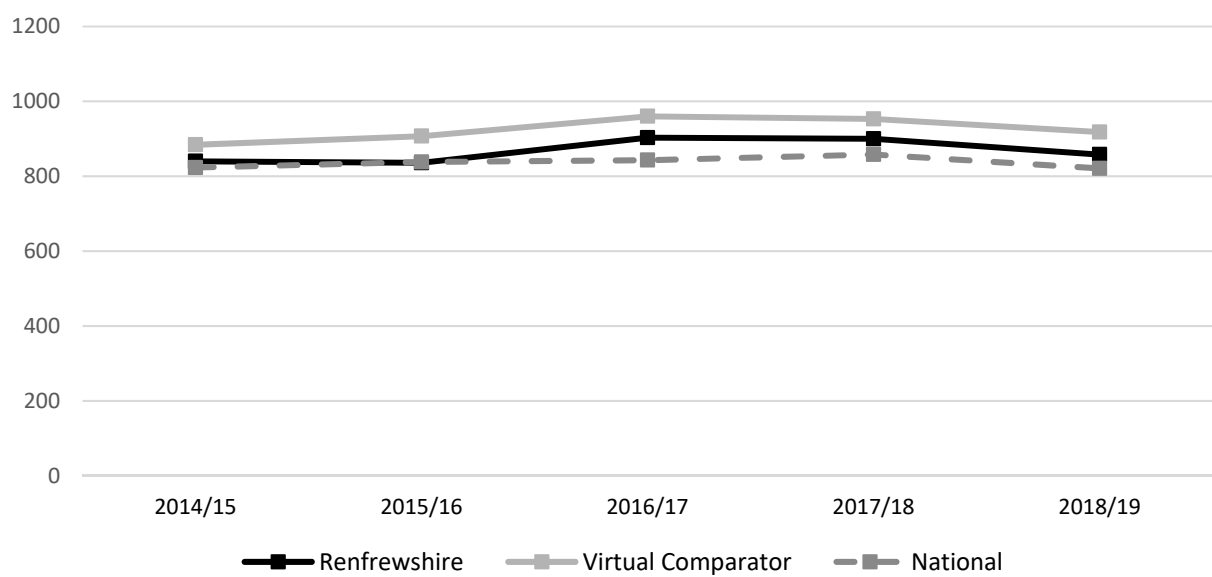
Improving Attainment for All

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



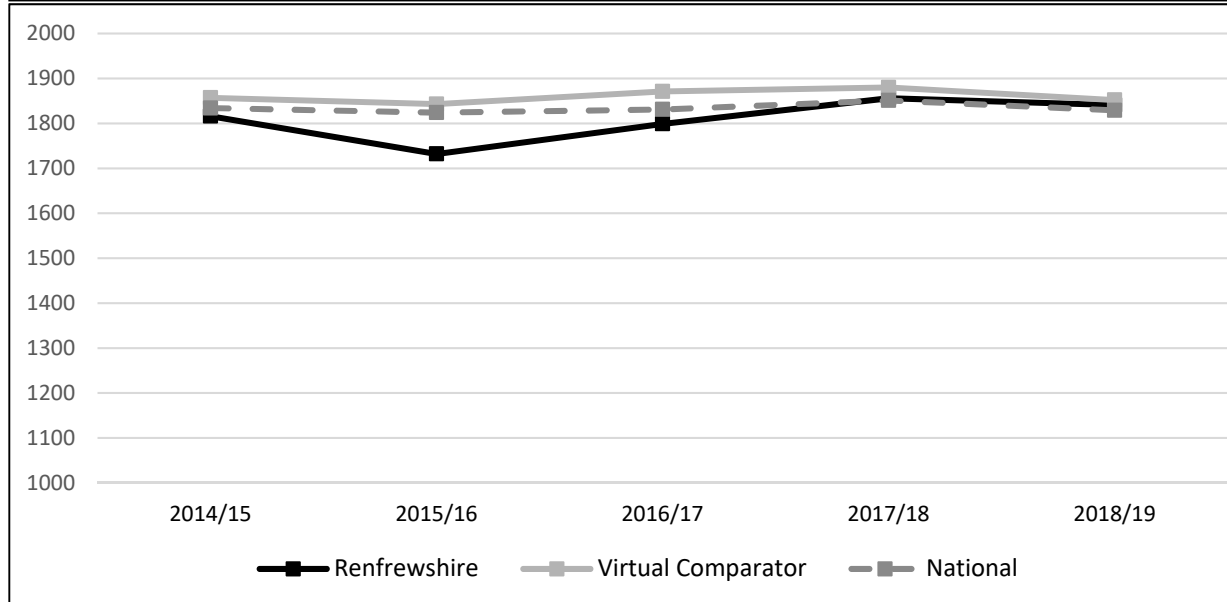
- 3.15. The average total tariff of the lowest attaining 20% of leavers is in line with previous years at 201 points. Renfrewshire is consistently above national figures in this measure. There has been a decrease in the virtual comparator over 3 years, which in 2018/19 dropped below the Renfrewshire figure.

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



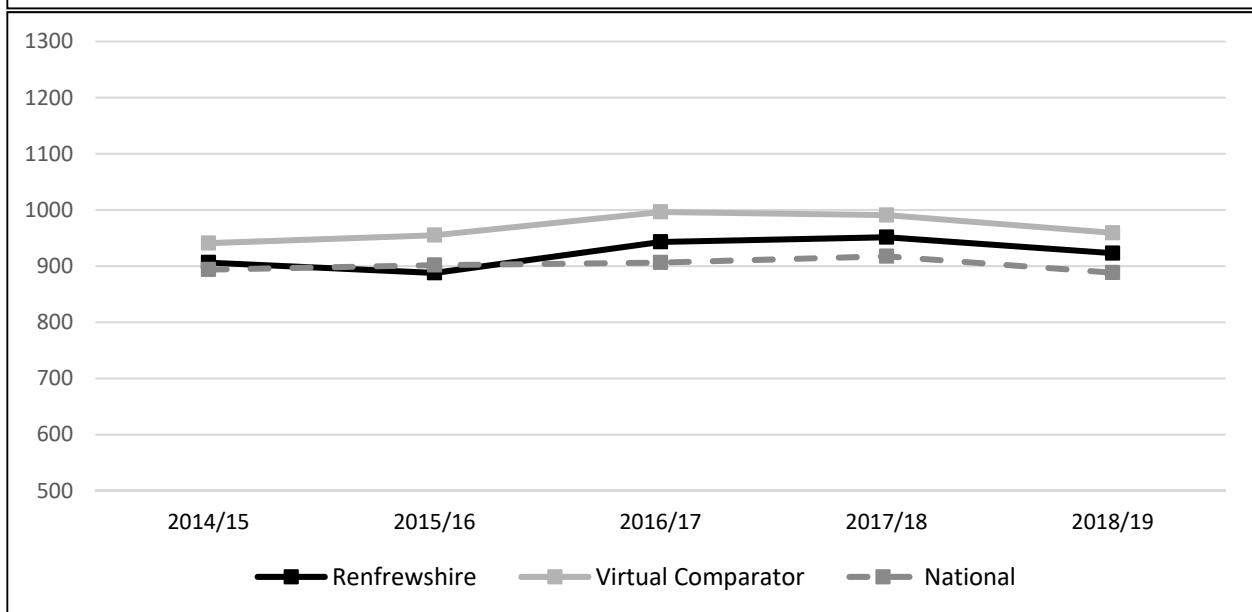
- 3.16. The performance of the middle 60% attainment cohort has decreased slightly in 2018/19, although has increased over 5 years. The average total tariff of leavers in this cohort in 2018/19 is 858. Renfrewshire remains above national and marginally behind the virtual comparator in this measure.

Graph 7: Average Total Tariff of Highest 20% Attainment Cohort



- 3.17. The average total tariff of school leavers in the highest 20% attainment cohort in 2018/19 is 1841 points. An increasing trend since 2015/16 has brought Renfrewshire in line with the national average and the virtual comparator.

Graph 8: Average Total Tariff of All School Leavers

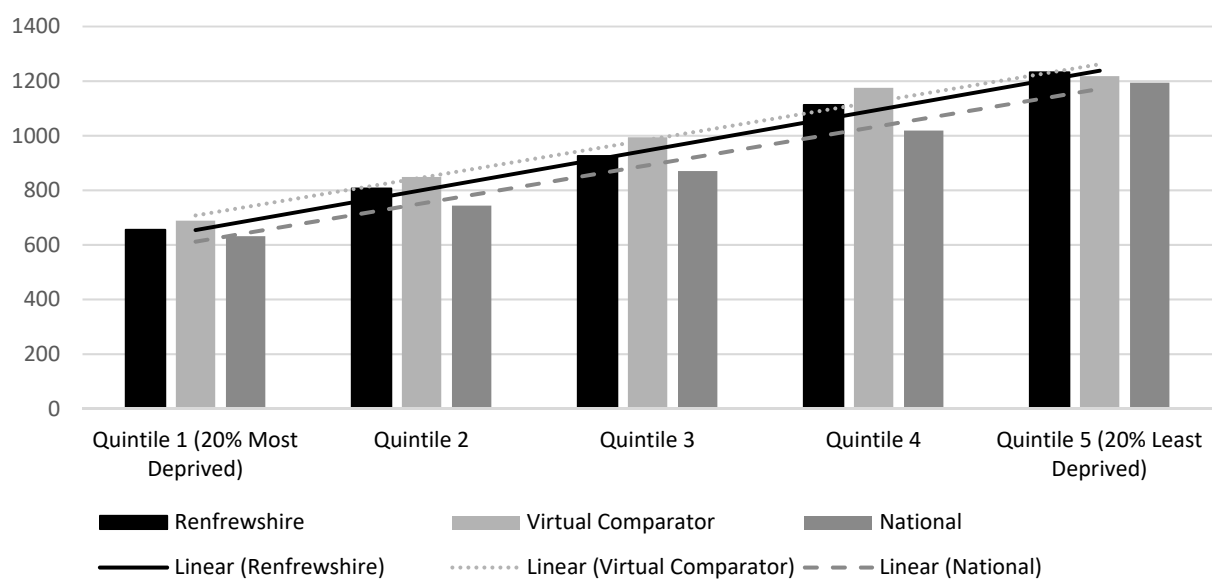


- 3.18. The average total tariff of all leavers, regardless of attainment cohort, in 2018/19 was 923. This is a decrease since 2017/18 but represents an improving trend over 5 years and is above the national average of 888. However, Renfrewshire remains below the virtual comparator in this measure.

Attainment Versus Deprivation

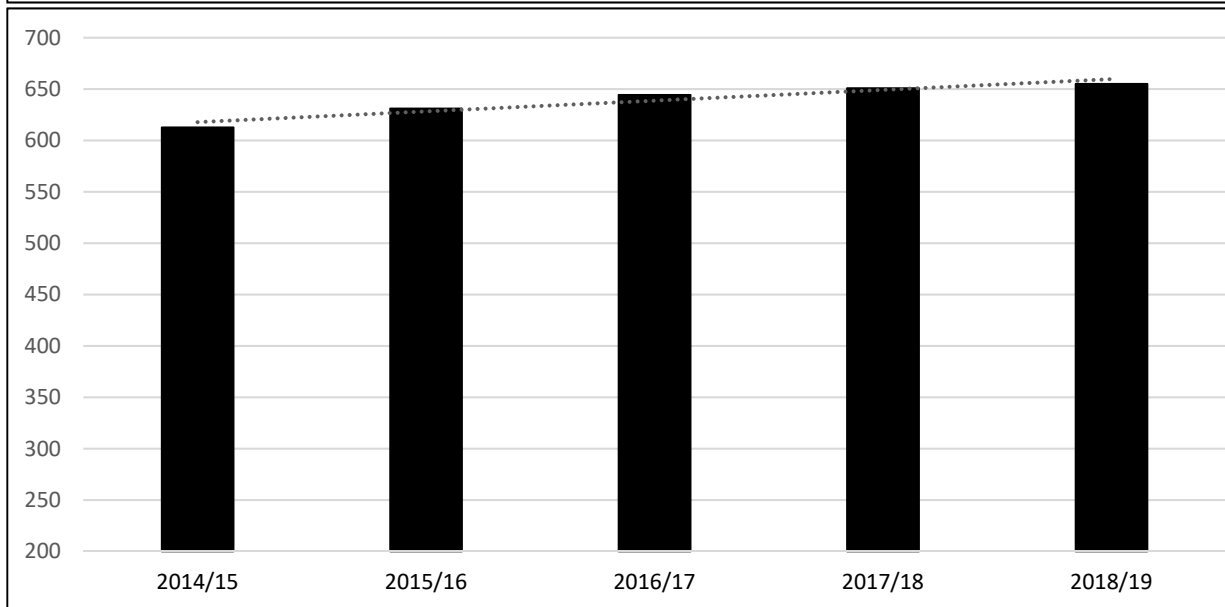
- 3.19. Closing the poverty related attainment gap is an overarching priority of Children's Services. Schools in all sectors are getting increasingly better at identifying their most vulnerable pupils and using strategies to try and mitigate the impact of poverty on their attainment. The Scottish Government measures progress towards closing the poverty related attainment gap using the Scottish Index of Multiple Deprivation (SIMD) quintiles. SIMD quintiles represent the 20% most deprived areas to the 20% least deprived areas.
- 3.20. The following chart shows the average total tariff points by SIMD quintiles for Renfrewshire and its comparators.

Graph 9: Average Total Tariff of 2018/19 Leavers by SIMD Quintile



3.21. In the 2018/19 leavers cohort, Renfrewshire's average total tariff is ahead of national in all quintiles and behind the virtual comparator in quintiles 1 to 4. The trend lines indicate that the gap between Renfrewshire and the virtual comparator is consistent across quintiles 1 to 4.

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

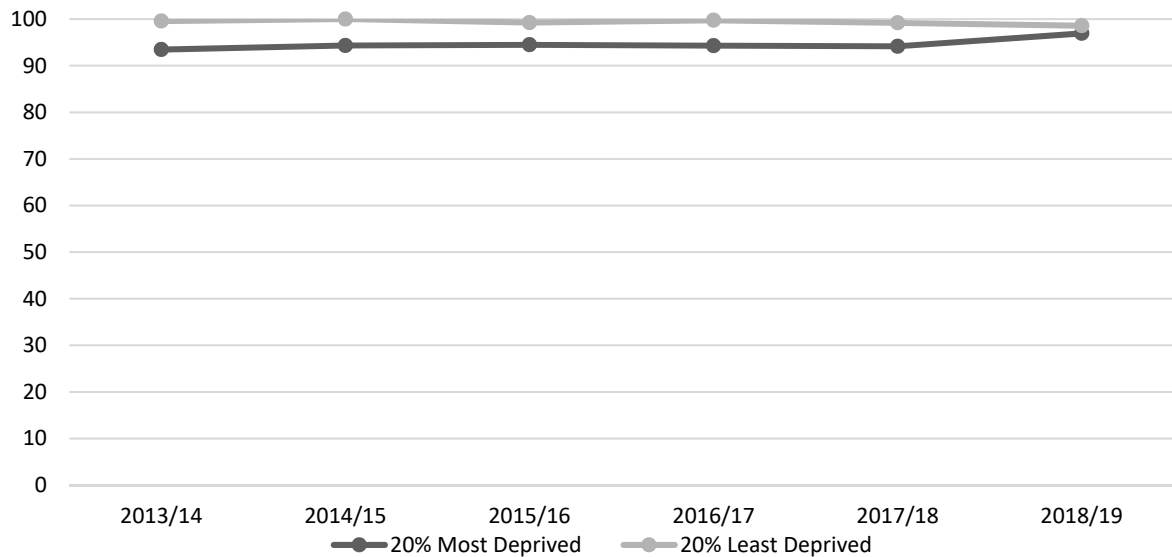


3.22. Graph 10 shows the average total tariff of school leavers living in the 20% most deprived areas in Renfrewshire over 5 years. These figures show a consistent increasing trend over 5 years.

3.23. The graphs below show the highest SCQF level achieved by Renfrewshire school leavers living in quintile 1 (20% most deprived areas) and quintile 5

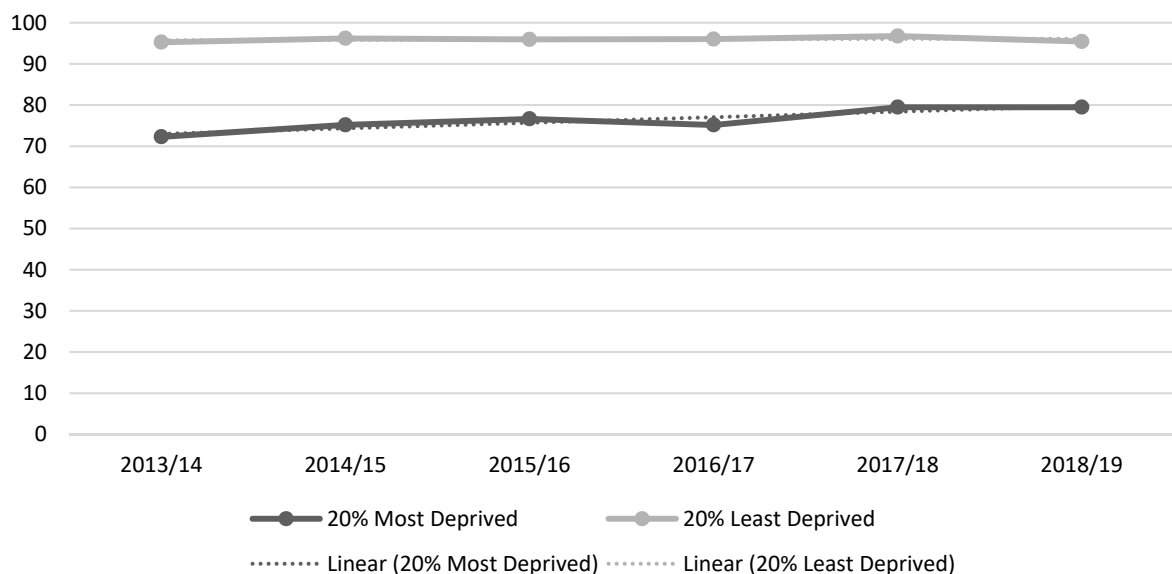
(20% least deprived areas). This comparison allows us to measure the change in the size of the poverty related attainment gap over time.

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

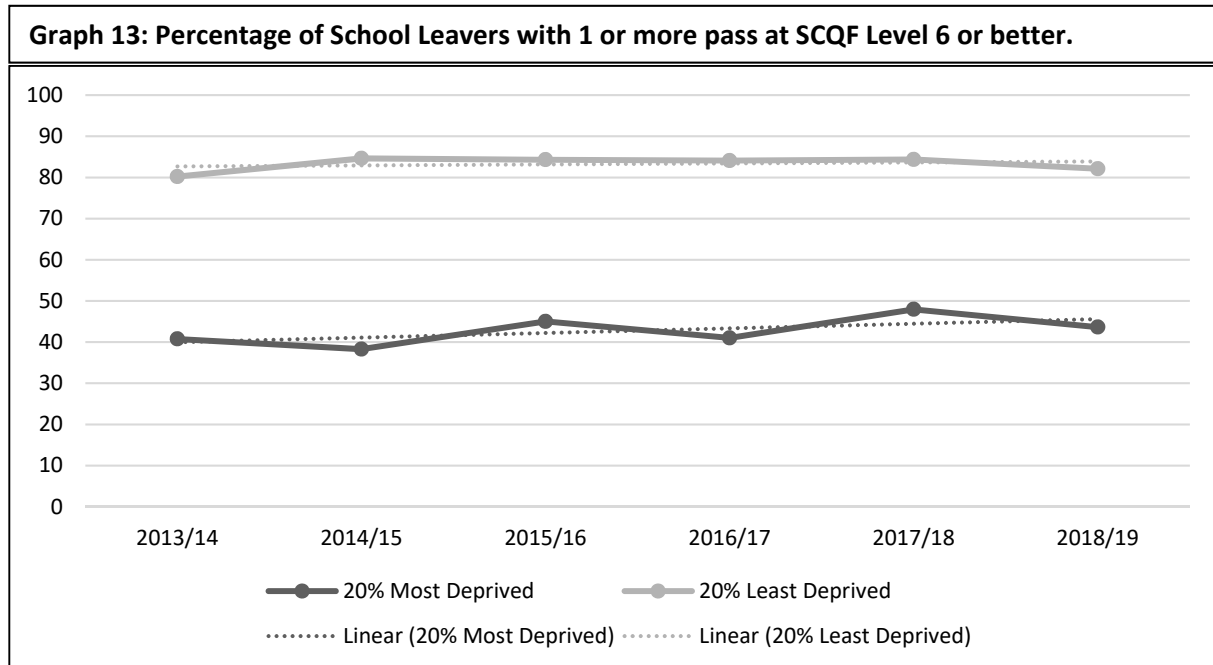


3.24. The percentage of school leavers in quintile 1 with one or more pass at SCQF level 4 has increased by 3 percentage points since 2017/18. Attainment in quintile 5 has remained consistently high over 6 years. As a result of the increase in the 20% most deprived group, the size of the gap has decreased to below 2 percentage points.

Graph 12: Percentage of School Leavers with 1 or more pass at SCQF Level 5 or better.

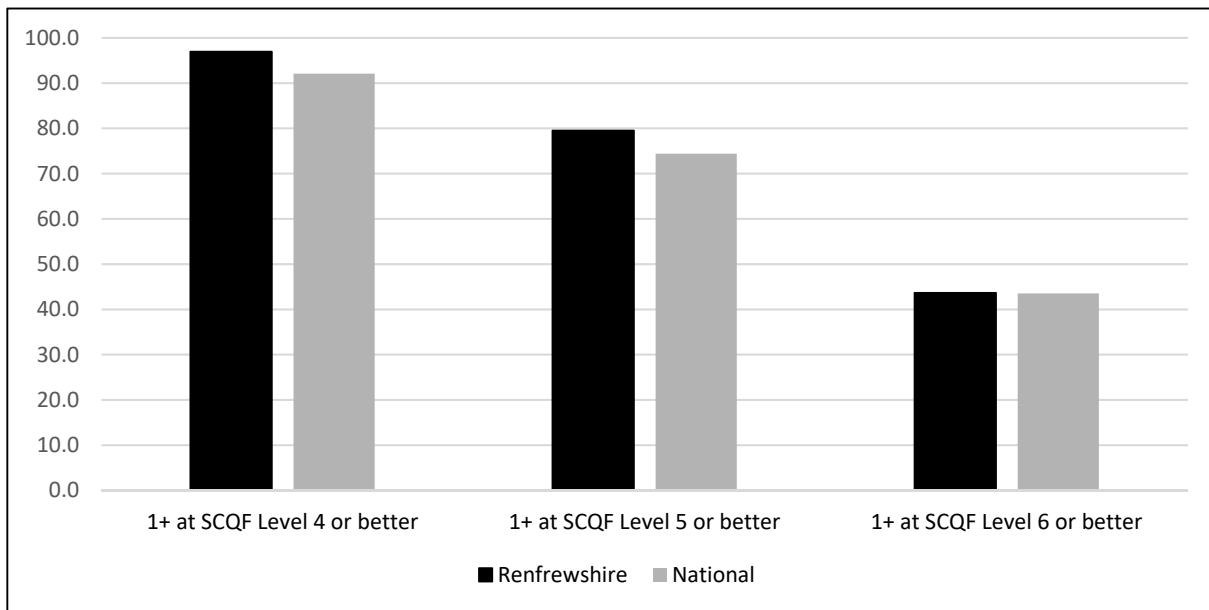


- 3.25. Graph 12 illustrates the percentage of school leavers with one or more pass at SCQF level 5. Attainment at this level has been consistently high within quintile 5, with 96% of pupils achieving 1 or more award at this level in the 2018/19 leavers cohort. Attainment of school leavers in quintile 1 has increased by 7 percentage points over 6 years to 80%. This has resulted in a reduction in the size of the attainment gap.



- 3.26. The percentage of pupils in quintiles 1 and 5 achieving one or more pass at SCQF level 6 has increased gradually over 6 years. School leavers living in 20% most deprived areas have increased at a slightly higher rate than those from 20% least deprived areas. The size of the gap has decreased marginally over 5 years.

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



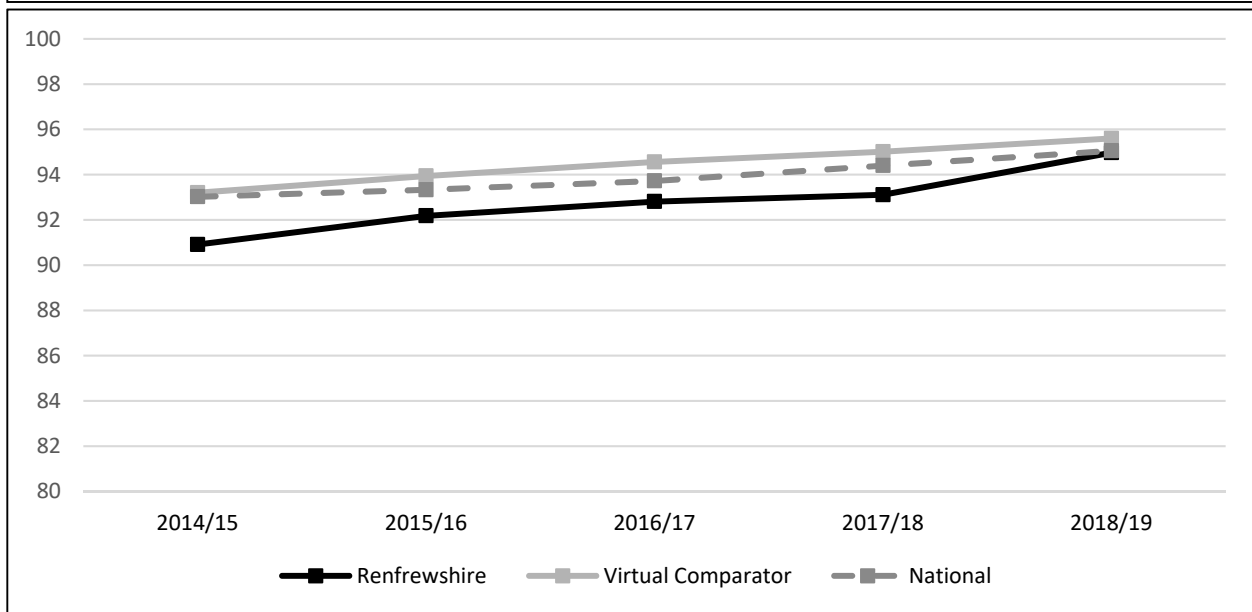
3.27. Graph 14 compares the attainment of pupils living in 20% most deprived areas in Renfrewshire and nationally. In the 2018/19 leavers cohort, a higher proportion of pupils living in the most deprived areas achieved 1 or more awards at SCQF level 4 and 5. At SCQF level 6, Renfrewshire is in line with national at 44%.

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

Leaver Destinations

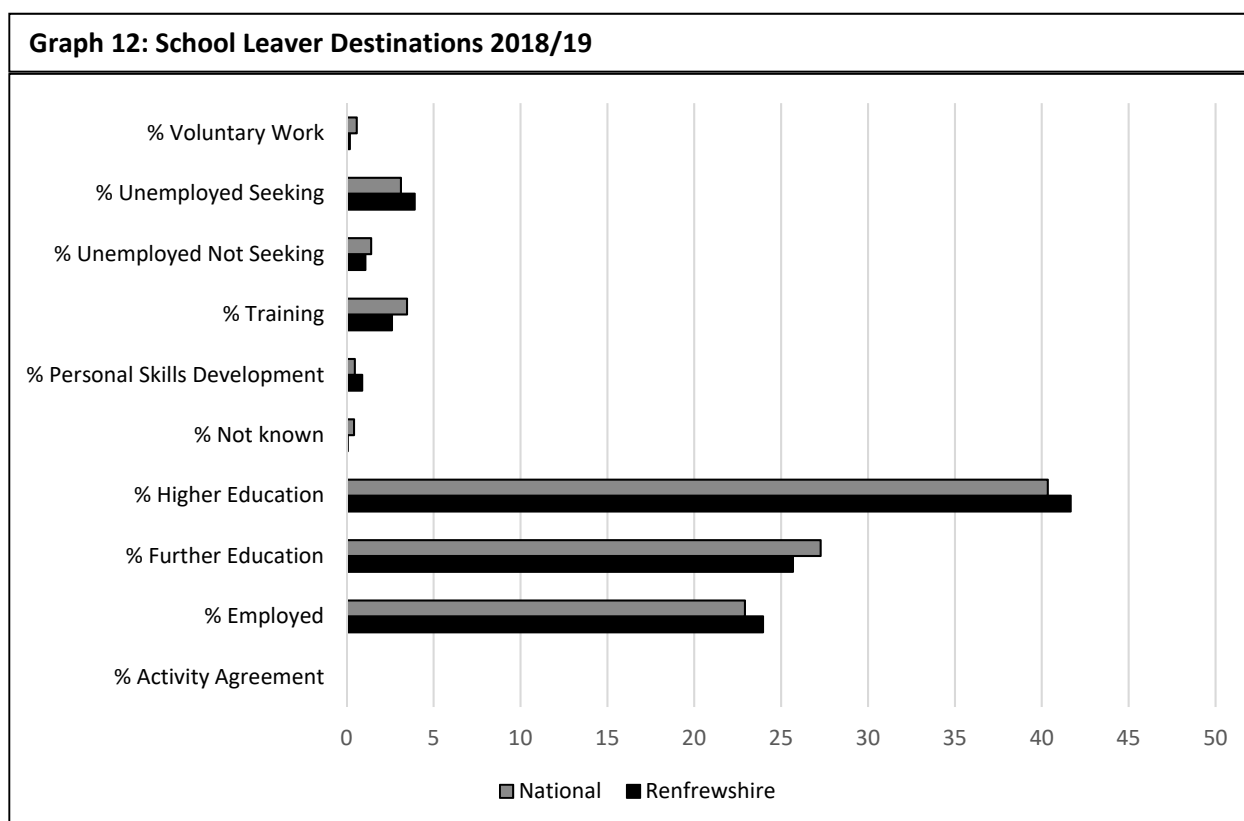
3.29. This measure identifies the percentage of school leavers that have entered a positive destination. Positive destinations include higher education, further education, employment, activity agreements, personal skills development and voluntary work.

Graph 11: Percentage of School Leavers entering Positive Destinations.



3.30. The percentage of 2018/19 Renfrewshire school leavers in a positive destination is 95%. This is an increase of 2 percentage points since 2017/18 and an increase of 4 percentage points over 5 years. These increases have brought Renfrewshire in line with the virtual comparator and national figures for the first time. This figure demonstrates the significant efforts of our schools and shows the outcome from strong partnership working.

3.31. The graph below shows the breakdown of the destinations of our leavers.



3.32. In the 2018/19 leavers cohort, 42% of Renfrewshire's leavers entered higher education. This is above the national figure of 40%. The proportion of Renfrewshire leavers entering higher education has been consistently above the national figure over 5 years. A further 26% of our leavers entered further education and 24% went into employment.

4. Next Steps

4.1 The 2018/19 school leavers data demonstrates substantial improvement in the percentage of leavers that are entering a positive destination. Attainment in literacy and numeracy remains high, particularly at SCQF level 5 where Renfrewshire is above both the virtual comparator and national figures. However, we recognise the scope for further improvement, particularly in relation to the total tariff points our young people living in the most deprived areas are achieving by the time they leave school. We will continue to make this a priority as we strive for even further improvement.

Implications of the Report

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

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

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To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

1. Summary

- 1.1. In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to undertake a statutory consultation on building a new Paisley Grammar School.
- 1.2. Securing Scottish Government funding from the £1billion school estate investment programme announced in November 2018, is central to the development of this proposal. It is therefore important that the Council consults with affected communities now to ensure that the proposal is fully developed in advance of the Scottish Government's funding release which is anticipated in September 2020.
- 1.3. In accordance with the Schools (Consultation) (Scotland) Act 2010 (referred to as the "2010 Act"), this report seeks approval to consult on the proposal to relocate and rebuild Paisley Grammar School within a Community Campus at Renfrew Road in Paisley.
- 1.4. A "procedures for consultation" document has been created and it is attached to this report as appendix 1. This document advises elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 1.5. A consultation document has also been created and this is attached to this report as appendix 2. This document describes the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits

of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.

2. Recommendations

2.1 The education and children's services policy board is asked to:

- approve the consultation procedures document attached as appendix 1 to this report;
 - approve the consultation document attached as appendix 2 to this report; and
 - agree that a report on the outcome of the consultation be submitted to the education and children's services policy board on 29 October 2020.
-

3. Background

- 3.1. In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to replace Paisley Grammar School with a new learning environment to meet the needs of the school's pupils and the local community.
- 3.2. Through its school estate project team, the Council reviewed the performance of the school estate in terms of "core fact" findings, which relate to the sufficiency; condition; and suitability of buildings and assessed current and future housing development; considering how new housing impacted on roll projections.
- 3.3. Condition surveys of the secondary school estate showed that: 4 schools were categorised at condition level "A"; 6 schools were categorised at condition level "B"; and 1 school, Paisley Grammar School, was categorised at condition level "C" which means that the building is showing signs of major defect and that it is not operating as intended. To address the situation at Paisley Grammar School the Council has invested in essential repairs and maintenance to ensure that facilities remain fit for purpose.
- 3.4. Assessment of the suitability of the secondary school estate showed that: 5 schools were categorised at suitability level "A"; 5 schools were categorised at suitability level "B"; and 1 school, Paisley Grammar School, was categorised at suitability level "C" which means that the building has major problems affecting its operational efficiency.
- 3.5. On the basis of current roll projection, it is anticipated that a new Paisley Grammar School will have to accommodate circa 1,200 pupils.
- 3.6. The combined assessment of current building performance and future need informed the prioritisation process and provided the evidence base which

supported the proposal to invest in the relocation of Paisley Grammar School to a new build Paisley Grammar Community Campus at Renfrew Road in Paisley.

4. Strategic Context

- 4.1. The Council's vision for its school estate is to promote learning and achievement, and to give children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for learning in the 21st century.
- 4.2. This vision is underpinned by the Council's local objectives:
- to provide the best educational experience for all learners in Renfrewshire;
 - to satisfy the condition, sufficiency and suitability core facts;
 - to retain services within communities where possible; and
 - to provide environmentally and economically sustainable facilities with lower carbon footprints.
- 4.3. The proposal for a new Paisley Grammar Community Campus has been developed in line with the Scottish Government's "Scotland's Learning Estate Strategy"; following the strategy's guiding principles:
- learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
 - learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
 - the learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
 - the condition and suitability of learning environments should support and enhance their function;
 - learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
 - learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
 - outdoor learning and the use of outdoor learning environments should be maximised;
 - good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;

- collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and
 - investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.
- 4.4. The proposal aligns with the commitments of the national performance framework and also supports many of the Scottish Government's education policy ambitions:
- A new Paisley Grammar Community Campus would support the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW);
 - The proposal would provide bespoke intensive support facilities designed around the needs of the young person;
 - It would provide "A" rated facilities in terms of condition and suitability;
 - State of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise;
 - The high standard of facilities would demonstrate that learning is valued in Renfrewshire;
 - The proposal would contribute to the development of well-educated and skilled young people who are able to contribute to society;
 - It could support families by providing facilities for after school and holiday childcare; and
 - It could have the capacity to accommodate social and community provisions which support local empowerment.
- 4.5. The proposal also accords with the government's infrastructure plan and aspiration for shared arrangements and collaborative working with the college sector.
- It would build upon existing opportunities for partnership working between the secondary school and college in alternative curriculum provisions such as: hospitality; early years practice; sports; drama; and foundation apprenticeships.
 - The facilities, which would be agreed and developed throughout the design phase, might include enhanced social areas such as a community café. It could also provide theatre / performance and enterprise space for the use of the school, wider community and local business.
 - The proposal could also provide training and enterprise facilities and conference spaces, supported by extensive catering facilities, to be utilised by local businesses encouraging growth in our local economy.
 - It is envisaged that the new campus would be at the heart of the community and that there would be collaboration with locality partners through an integrated approach which would achieve outcomes that are wider than just attainment.

- The new campus would become a centre of learning for the whole community during and after the school day. The location of the new campus and the opportunities for building strong relationships with Renfrewshire Leisure and the local community would provide lasting benefits for all people within the surrounding area.
- This type of investment in the learning estate offers the opportunity for a place-based approach to local outcomes; integrating local services to support communities; and it could progress the public sector reform agenda. This could be enabled through collaborative planning and working and shared use of assets.
- The opportunity of a joined-up approach to place making through this type of campus would maximise the benefits of investment to the locality it would serve.
- A school-based health and social work team could take a proactive approach to prevention, early-intervention, and support. Co-locating teams in education establishments could enable all to work more closely with children and their families, especially where the child is care-experienced or at risk of being so. This team could work collaboratively with education colleagues to improve attendance, attainment and achievement at Paisley Grammar School as well as supporting young people throughout Renfrewshire.
- The new campus would provide a high-quality learning environment which young people and their communities could enjoy and be proud of. It will encourage continuous engagement with learning and it could provide an accessible range of services and opportunities which would enrich the local community and the lives of learners and their families.
- The inclusion of a library / resource facility could also open up a number of significant opportunities for community learning and wider involvement such as lifelong learning; digital access; health and wellbeing support; creative opportunities; reducing social isolation; literacy; numeracy; employability support; parenting; early literacy (Bookbug); primary school visits; information literacy; further and higher education application support; and Developing the Young Workforce.
- The daily interactions young people could have with those using the library and other social spaces would promote positive relationships and citizenship and provide opportunities for intergenerational work.
- Where community facilities are located within the campus, the Council will work with all relevant groups to ensure that issues related to access and security are fully considered throughout the design phase of the new building.

5. Options Appraisal and Development of Proposals

- 5.1. An options appraisal process has been used to determine project viability and the identification of a suitable location within the catchment area.

- 5.2. In accordance with HM Treasury Green Book guidance, a baseline case is included to allow comparisons to be made against a common 'benchmark' position when evaluating options.
- 5.3. The project viability options considered were:
- do nothing, maintain the status quo;
 - refurbish the existing buildings;
 - build a new community campus at the existing location; and
 - build a new community campus at an alternative location within the catchment area.
- 5.4. The success criteria evaluated asked if the project options provided:
- the best educational experience for all learners in Renfrewshire (holistic impact);
 - a learning environment which supports the delivery of the curriculum;
 - environmentally sustainable facilities with lower carbon footprints;
 - satisfactory building conditions;
 - satisfactory sufficiency levels; and
 - suitable educational facilities.
- 5.5. This aspect of the appraisal highlights that building a new community campus at an alternative location within the catchment area is the most appropriate option.
- 5.6. From a long list of potential sites, the following short list was considered in more detail:
- Option 1. New build Paisley Grammar Community Campus at existing location;
 - Option 2. New build Paisley Grammar Community Campus at Renfrew Road in Paisley; and
 - Option 3. New build Paisley Grammar Community Campus at Seedhill Road in Paisley.
- 5.7. The success criteria evaluated asked if the option provided a site which was:
- big enough with suitable topography;
 - within local authority ownership;
 - accessible with good pedestrian and vehicle access;
 - central to the school's catchment area;
 - supported by good public transport links;
 - supportive of the wellbeing of the building's users (local environmental factors); and
 - not detrimental to any community groups or local organisations.

- 5.8. The overall assessment suggests that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides an option which can accommodate the educational and community aspirations of the Council.
- 5.9. If this proposal was approved Children Services would work with other council services, external partners and stakeholders to fully investigate the development potential of the site on Renfrew Road for a new community campus facility.
-

6. Educational Benefits

- 6.1. Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.
- 6.2. The EBS must include the following:
- a) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
 - (iv) the pupils of any other schools in the Council's area,
 - b) the Council's assessment of any other likely effects of the proposal (if implemented),
 - c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
 - d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.
- 6.3. The following paragraphs detail the Council's Educational Benefits Statement:
- 6.3.1. How does the proposal support improvement in the curriculum?
- The young people would be at the centre of the new learning campus with the facility designed to deliver the vision of integrated learning and teaching. The flexible use of space and creative use of new technologies would ensure a learning experience that is relevant, meaningful and challenging for young people.
 - A new building would be designed to support the full breadth of the curriculum. It would provide spaces for teacher directed learning; breakout areas for independent or small group learning; specialist areas for practical subjects; and it would facilitate the range of learning experiences necessary for the development of skills.

- The new facilities would provide an opportunity to develop and promote greater partnership working within and between faculties and departments and improve the curriculum offer and delivery.
- There would be a greater potential for interdisciplinary learning within and across faculties due to the geography and layout of a new building.
- In addition, teaching and learning areas from each faculty may be grouped together allowing greater staff working relationships and more opportunities for sharing knowledge, skills and experiences across this wider curriculum provision.
- Teaching and learning in subject areas, such as the Technologies, Music and Physical Education, would be enhanced; ensuring improved personalisation and choice as well as greater breadth of the curriculum than can currently be offered.
- Young people would be exposed to a fuller curriculum through the Broad General Education and into the Senior Phase. This has the potential to lead to further improvements in attainment and wider achievements for young people.
- Furthermore, there would be the opportunity to create facilities as an explicit part of the design for the improved delivery of the STEM subjects (Science, Technology, Engineering and Mathematics).
- The development of skills for life, learning and work would be increased with a focus on vocational and technological pathways while still maintaining the academic achievements that the school enjoys. These elements would deliver a more relevant, challenging and enjoyable learning experience which is much more clearly focused on positive destinations for all young people. This could be achieved through consultation with the school community when designing the new campus.
- The opportunities for partnership working could be enhanced through the adjacency of the campus to West College Scotland and the potential co-location of council services and other organisations within the building.
- A greatly improved ICT infrastructure would provide a platform for new and emerging technologies to be used to support learning; enabling the full potential of systems to be realised for the benefit of young people and staff. These innovative and creative technology proposals would benefit not only those children and young people within the Campus, but across Renfrewshire Council in its widest sense.
- The new campus would offer an enhanced sporting experience for young people and the wider community which would meet the requirements and aspirations of the Council and the Scottish Government.
- An effective whole-school and community approach to Learning for Sustainability could bring together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

- Enhanced drama, performance and media facilities would allow the talents of young people to be showcased to larger groups of parents and the wider community throughout the year. Young people's confidence develops significantly when given opportunities to perform in front of an audience and in turn, will contribute significantly to their overall development.
- Increased and improved outdoor areas would allow for all weather participation in activities not currently possible due to lack of facilities. The superior outdoor areas would further promote opportunities for outdoor learning to meet the needs as set out by the Scottish Government in 'Curriculum for Excellence through Outdoor Learning'.
- Flexible working spaces and staff development facilities within the building would enhance collegiality and promote working practices which respond to the expertise and interests of staff.
- The proposal provides the Council with the opportunity to investigate the possible benefits of an "advanced higher hub" with bespoke facilities to support transition between the secondary and tertiary sectors; including the opportunities that will arise from Renfrewshire Council's economic strategy.

6.3.2. How does the proposal support greater personalisation and choice?

- The layout of the building would support staff to provide opportunities for young people to take responsibility for their learning.
- Well planned storage solutions would support young people to make meaningful choices and decisions about the resources they use in their learning.
- Open learning environments would allow for more active learning and would support young people in organising their own experiences.

6.3.3. How does the proposal support the personal, social, health, emotional and additional support needs of children?

- The proposal would provide a bright, naturally ventilated environment, which supports active learning, energises the learning community and supports the wellbeing of all its users.
- Dining and social areas would be improved and this, along with the development of external flexible spaces, would encourage young people to socialise; potentially improving their health and wellbeing.
- The design of the new campus would consider how young people move around the school throughout the day; improving circulation and orientation and further enhancing the ethos of the school.
- PE facilities would be designed to meet the needs of the school community; providing for a range of indoor and outdoor physical activities.
- Quiet spaces would be provided to support the emotional wellbeing of all young people and for those pupils with specific additional support needs.
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person.

- The new campus would be compliant with the provisions of the Equality Act (2010); it would be fully accessible to people with mobility difficulties and additional support needs. This would help support the Council's aim to develop a fully integrated education service which meets the needs of all learners.
- All areas of the curriculum would be accessible and take account of a broad range of needs. In addition, young people with social and emotional difficulties would benefit from an environment which enhances the learning experience and is more engaging and personalised.
- Better vocational provision with clear learning pathways leading to further education, for example, would better meet the needs of young people who may not have their needs met through a more traditional learning experience within the limited confines of the current buildings.

6.3.4. How does the proposal support improvement in morale and ethos within the school?

- The design principles for the building would reflect the school's vision, values and aims and they would be informed by the school's socio, economic and cultural context.
- Opportunities to promote citizenship would be further enhanced through the possible co-location of council services and other organisations.
- The open environment and assembly spaces would provide opportunities for whole school activity and the promotion of the school's promoting positive behaviour ethos.

6.3.5. How does the proposal facilitate travel and transport arrangements?

- Through local regeneration initiatives there would be access to safe walking routes and cycle paths which are designed to support children and young people in making greener travel choices.
- Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation.

6.3.6. How does the proposal support school leadership?

- The building would provide a variety of education management spaces to support activities which contribute to effective school leadership including leadership team offices; conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

6.3.7. How does the proposal support teacher professionalism?

- The building would provide a variety of education development spaces to support activities which enhance teacher professionalism including spaces for visiting specialist; small, medium and large development spaces; and assembly areas for school development activity.

6.3.8. How does the proposal support parental engagement?

- The building would provide a variety of welcoming spaces which promote parental engagement with the school, including parents' rooms and conference / meeting rooms for parental workshops.

6.3.9. How does the proposal support assessment of children's progress; school improvement; and performance information?

- The building would provide a variety of education management spaces where staff can meet in appropriate venues such as conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

6.4. Our assessment of any other likely effects of the proposal (if implemented).

- The proposal aligns with the commitments of the national performance framework and it supports the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW).
- Additionally, state of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise.

6.5. How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented).

- Construction of a new Paisley Grammar Community Campus at an alternative site would ensure that the continuity of learning is not affected by construction disruption.
- Curricular and logistical arrangements would be developed by the school to ensure a smooth transition for all children and young people and staff to the new building.

6.6. The benefits, which we believe, would result from implementation of this proposal.

- In addition to the benefits noted above, Children's Services believe that this change would support improvement in the overall efficiency of the school estate which ultimately supports all children and young people within Renfrewshire.

7. Formal Consultation

7.1. The Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act") makes provision for the consultation process that is to apply regarding various proposals made by Councils for schools.

7.2. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools.

- 7.3. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 7.4. This report seeks approval to consult on the proposal to relocate Paisley Grammar School. In accordance with Section 2 and Schedule 1, Para 3 of the 2010 Act a proposal to relocate a school is a relevant proposal for the purposes of the 2010 Act.
- 7.5. The “procedures for consultation” document is attached to this report. This document advises elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 7.6. The consultation document relevant to this proposal has also been attached to this report. This document describes the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.
- 7.7. The time line and summary of the consultation process in respect of this proposal is set out below.

Activity	Date
Approval for consultation sought from Education and Children’s Services policy board	12 March 2020
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> the parent council or combined parent council of any affected schools; the parents of the pupils at any affected school; the parents of any children who would be likely to become pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and 	30 March 2020

<ul style="list-style-type: none"> any other community groups using any of the affected schools. 	
<ul style="list-style-type: none"> Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press; Social media release; and Questionnaire to go live on the Council website. 	30 March 2020
Public consultation meeting held to consult with affected communities in Paisley Grammar School at 6.30pm.	22 April 2020
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	1 June 2020
Report to Education Scotland on outcome of consultation.	15 June 2020
Response from Education Scotland on outcome of consultation.	21 August 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	29 October 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	6 November 2020

Implications of the Report

1. Financial

Delivery of any of the options identified in the paper would require significant capital investment from the Council. Through its 2019/20 capital budget process, Renfrewshire Council agreed to set aside £27million to support the priorities that emerge from the ongoing review of the School Estate Management Plan and to provide match funding capacity against opportunities for Renfrewshire to secure funding from the Scottish Government's £1bn schools investment fund.

2. HR & Organisational Development - None.

3. Community/Council Planning:

- | | |
|--|---|
| Our Renfrewshire is well | - Improvement in the educational environment supports health and wellbeing. |
| Reshaping our place, our economy and our future | - Improvement in the educational environment supports learning and achievement. |
| Creating a sustainable Renfrewshire for all to enjoy | - Sustainable approaches to ensuring high quality assets will be developed. |

- Working together to improve outcomes - Improvement in the educational environment supports learning and achievement and provides opportunities for partnership working.
4. **Legal**
This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (consultation) (Scotland) Act 2010 amended through the enactment of the Children and Young People (Scotland) Act 2014.
 5. **Property/Assets**
Through its school estate management plan the council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.
 6. **Information Technology**
Effective IT infrastructure within schools contributes to the development of digital literacy and state of the art technology supports learning experiences and the creation of new and diverse skills.
 7. **Equality & Human Rights**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
 8. **Health & Safety** - None.
 9. **Procurement** – None.
 10. **Risk** - None.
 11. **Privacy Impact** - None.
 12. **Cosla Policy Position** – None.
 13. **Climate Risk**
A Climate Risk Strategy will be developed to address the design, procurement, construction and 'in use' phases of the project.

List of Background Papers

- (a) "Developing the School Estate Management Plan (SEMP 2020)" – Education and Children's Services Policy Board, May 2019

The foregoing background paper will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager. 0141 618 7241. email: ian.thomson@renfrewshire.gov.uk

IT/GMcK/AR
1 March 2020

Author: Ian Thomson, Education Manager 0141 618 7241,
email: ian.thomson@renfrewshire.gov.uk

PROCEDURES FOR CONSULTATION RELATING TO:

Proposal to consult on: The relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

1. Summary

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

2. Procedures

- 2.1 The procedures for consultation relating to this proposal are:

- 2.1.1 A consultation document will be prepared outlining the background to the proposal for the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

- 2.1.2 Copies of the document will be issued simultaneously to:

- the parent council or combined parent council of any affected schools;
- the parents of the pupils at any affected school;
- the parents of any children expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community council (if any);
- the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant;
- any other education authority that the education authority considers relevant; and
- any other community groups using any of the affected schools.

2.2 It is proposed that:

- an advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected;
- the report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries;
- the consultation should commence on 30 March 2020 and it will run until 1 June 2020;
- a public meeting will be held at 6.30pm on 22 April 2020 in Paisley Grammar School. This will provide the opportunity for discussion and oral representation to be made on the proposal for the relocation and construction of a new build Paisley Grammar Community Campus at Renfrew Road in Paisley; and
- written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to pgsreview@renfrewshire.gov.uk, no later than noon on 1 June 2020.

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

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

2.5 Interested parties have three weeks time for further consideration from the date of publication of the consultation report.

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

2.7 The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children's services policy board on 29 October 2020.

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

The relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

1. Introduction

- 1.1 The Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”) makes provision for the consultation process that is to apply re: various proposals made by Councils for schools. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 1.2 This report seeks approval to consult on the proposal to relocate Paisley Grammar School. In accordance with Section 2 and Schedule 1, Para 3 of the 2010 Act a proposal to relocate a school is a relevant proposal for the purposes of the 2010 Act.
- 1.3 This is the proposal paper, produced by the Council in accordance with the terms of Sections 1 and 4 of the 2010 Act. This proposal paper must:
 - a) set out the details of the relevant proposal;
 - b) propose a date for implementation of the proposal;
 - c) contain the educational benefits statement in respect of the proposal;
 - d) refer to such evidence or other information in support of (or otherwise relevant in relation to) the proposal as the Council considers appropriate; and
 - e) give a summary of the process provided for in the 2010 Act.

The Council must do the following:

- a) publish this proposal paper in electronic and printed form;
- b) make the paper, and (so far as practicable) a copy of any separate documentation that it refers to, available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and

- (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
 - c) provide without charge the information contained in this proposal paper:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
 - d) advertise the publication of the proposal paper by such means as it considers appropriate.
-

2 Correction of the proposal paper

- 2.1 Where, during the consultation period, the Council has been notified of an alleged omission of relevant information from a proposal paper or an alleged inaccuracy in a proposal paper the Council must proceed as follows:
 - a) determine if relevant information has (in its opinion) been omitted and whether there is (in fact) an inaccuracy;
 - b) inform the notifier of its determination under paragraph (a), and the reasons for that determination;
 - c) inform the notifier as to the action (if any) it is taking and of the reasons why it is, or is not, taking such action; and
 - d) invite the notifier to make representations to the Council if the notifier disagrees with the Council's determination under paragraph (a) or its decision as to whether to take action.
- 2.2 Where the notifier makes further representation under paragraph 2(d) above, the Council may make a fresh determination as to whether relevant information has been omitted or there is (in fact) an inaccuracy and the Council may make a fresh decision as to whether to take action. The Council must inform the notifier if it makes a fresh determination referred to above, or if it makes a fresh decision as to whether to take action.
- 2.3 Where, having been notified by another person as described above, the Council determines that:
 - a) relevant information has been omitted from the proposal paper, or
 - b) there is (in fact) an inaccuracy in the proposal paper; and
 - c) where the Council discovers, during the consultation period that relevant information has been omitted from a proposal paper or discovers an inaccuracy in a proposal paper, the Council must proceed as follows:
- 2.4 Where the information that has been omitted or the inaccuracy relates to a material consideration relevant to the Council's decision as to implementation of the proposal, it must:
 - (i) publish a corrected proposal paper,
 - (ii) give revised notice in accordance with the 2010 Act and

- (iii) send a copy of the corrected paper to Education Scotland, or
- (iv) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.

- 2.5 Where the information that has been omitted or the inaccuracy does not relate to a material consideration, the Council may, but is not obliged to, take steps (i)-(iii) or (iv) described above, and may also take no further action, except to report the inaccuracy/omission as required by the 2010 Act in the consultation report, which is referred to in more detail below.
- 2.6 Where, after the end of the consultation period, the Council issues a notice to the relevant consultees and Education Scotland providing the omitted information or correcting the inaccuracy, that notice may, instead of extending the consultation period, specify such further period during which representations may be made on the proposal as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction. Any such further period is to be treated as part of the consultation period for the purposes of the 2010 Act.

3 Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to the proposal to relocate Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.

4 Rationale for Change and Strategic Context

- 4.1 In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to replace Paisley Grammar School with a new learning environment to meet the needs of the school's pupils and the local community.
- 4.2 Through its school estate project team, the Council reviewed the performance of the school estate in terms of core fact findings, which relate to the sufficiency; condition; and suitability of buildings and assessed current and future housing development; considering how new housing impacted on roll projections.

- 4.3 Condition surveys of the secondary school estate showed that: 4 schools were categorised at condition level “A”; 6 schools were categorised at condition level “B”; and 1 school, Paisley Grammar School, was categorised at condition level “C” which means that the building is showing signs of major defect and that it is not operating as intended. To address the situation at Paisley Grammar School the Council has invested in essential repairs and maintenance to ensure that facilities remain fit for purpose.
- 4.4 Assessment of the suitability of the secondary school estate showed that: 5 schools were categorised at suitability level “A”; 5 schools were categorised at suitability level “B”; and 1 school, Paisley Grammar School, was categorised at suitability level “C” which means that the building has major problems affecting its operational efficiency.
- 4.5 On the basis of current roll projection, it is anticipated that a new Paisley Grammar School will have to accommodate circa 1,200 pupils.
- 4.6 The combined assessment of current performance and future need informed the prioritisation process and provided the evidence base which supported the proposal to invest in the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
- 4.7 The Council’s vision for its school estate is to promote learning and achievement, and to give children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for learning in the 21st century.
- 4.8 This vision is underpinned in our local objectives:
- to provide the best educational experience for all learners in Renfrewshire;
 - to satisfy the condition, sufficiency and suitability core facts;
 - to retain services within communities where possible; and
 - to provide environmentally and economically sustainable facilities with lower carbon footprints.
- 4.9 This proposal for a new Paisley Grammar Community Campus has been developed in line with the Scottish Government’s “Scotland’s Learning Estate Strategy”; following the strategy’s guiding principles:
- learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
 - learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
 - the learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
 - the condition and suitability of learning environments should support and enhance their function;

- learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
- learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
- outdoor learning and the use of outdoor learning environments should be maximised;
- good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
- collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and
- investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

4.10 The proposal aligns with the commitments of the national performance framework and also supports many of the Scottish Government's education policy ambitions:

- A new Paisley Grammar Community Campus would support the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW);
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person;
- It would provide "A" rated facilities in terms of condition and suitability;
- State of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise;
- The high standard of facilities would demonstrate that learning is valued in Renfrewshire;
- The proposal would contribute to the development of well-educated and skilled young people who are able to contribute to society;
- It would support families by providing facilities for after school and holiday childcare; and
- It could have the capacity to accommodate social and community provisions which support local empowerment.

4.11 The proposal also accords with the government's infrastructure plan and aspiration for shared arrangements and collaborative working with the college sector.

- It would build upon existing opportunities for partnership working between the secondary school and college in alternative curriculum provisions such as: hospitality; early years practice; sports; drama; and apprenticeships.
- The facilities, which would be agreed and developed throughout the design phase, might include enhanced social areas such as a community café. It

could also provide theatre / performance and enterprise space for the use of the school, wider community and local business. The proposal could also provide training and enterprise facilities and conference spaces, supported by extensive catering facilities, to be utilised by local businesses encouraging growth in our local economy.

- It is envisaged that the new campus would be at the heart of the community and that there would be collaboration with locality partners through an integrated approach which would achieve outcomes that are wider than just attainment.
- The new campus would become a centre of learning for the whole community during and after the school day. The location of the new campus and the opportunities for building strong relationships with Renfrewshire Leisure and the local community would provide lasting benefits for all people within the surrounding area.
- This type of investment in the learning estate offers the opportunity for a place-based approach to local outcomes; integrating local services to support communities; and it could progress the public sector reform agenda. This could be enabled through collaborative planning and working and shared use of assets. The opportunity of a joined-up approach to place making through this type of campus would maximise the benefits of investment to the locality it would serve.
- A school-based health and social work team could take a proactive approach to prevention, early-intervention, and support. Co-locating teams in education establishments could enable all to work more closely with children and their families, especially where the child is care-experienced or at risk of being so. This team could work collaboratively with education colleagues to improve attendance, attainment and achievement at Paisley Grammar School as well as supporting young people throughout Renfrewshire.
- The new campus would provide a high-quality learning environment which young people and their communities could enjoy and be proud of. It will encourage continuous engagement with learning and it could provide an accessible range of services and opportunities which would enrich the local community and the lives of learners and their families.
- The inclusion of a library / resource facility could also open up a number of significant opportunities for community learning and wider involvement such as lifelong learning; digital access; intergenerational opportunities; health and wellbeing support; creative opportunities; reducing social isolation; literacy; numeracy; employability support; parenting; early literacy (Bookbug); primary school visits; information literacy; further and higher education application support; and Developing the Young Workforce.
- The daily interactions young people could have with those using the library and other social spaces would promote positive relationships and citizenship and provide opportunities for intergenerational work.
- Where community facilities are located within the campus, the Council will work with all relevant groups to ensure that issues related to access and security are fully considered throughout the design phase of the new building.

- 4.12 An options appraisal process has been used to determine project viability and the identification of a suitable location within the catchment area.
- 4.13 In accordance with HM Treasury Green Book guidance, a baseline case is included to allow comparisons to be made against a common 'benchmark' position when evaluating options.
- 4.14 The project viability options considered were:
- do nothing, maintain the status quo;
 - refurbish the existing buildings;
 - build a new community campus at the existing location; and
 - build a new community campus at an alternative location within the catchment area.
- 4.15 The success criteria evaluated asked if the project options provided:
- the best educational experience for all learners in Renfrewshire (holistic impact);
 - a learning environment which supports the delivery of the curriculum;
 - environmentally sustainable facilities with lower carbon footprints;
 - satisfactory building conditions;
 - satisfactory sufficiency levels; and
 - suitable educational facilities.
- 4.16 This aspect of the appraisal highlights that building a new community campus at an alternative location within the catchment area is the most appropriate option.
- 4.17 From a long list of potential sites, the following short list was considered in more detail:
- Option 1. New build Paisley Grammar Community Campus at existing location;
 - Option 2. New build Paisley Grammar Community Campus at Renfrew Road in Paisley; and
 - Option 3. New build Paisley Grammar Community Campus at Seedhill Road in Paisley.
- 4.18 The success criteria evaluated asked if the option provided a site which was:
- big enough with suitable topography;
 - within local authority ownership;
 - accessible with good pedestrian and vehicle access;
 - central to the school's catchment area;
 - supported by good public transport links;
 - supportive of the wellbeing of the building's users (local environmental factors); and

- not detrimental to any community groups or local organisations.

4.19 The overall assessment suggests that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides the best outcome for children and young people and the school community.

5. Educational Benefits

5.1. Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.

5.2. The EBS must include the following:

e) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:

- (v) the pupils of any affected school;
- (vi) any other users of the school's facilities;
- (vii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
- (viii) the pupils of any other schools in the Council's area,

f) the Council's assessment of any other likely effects of the proposal (if implemented),

g) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),

h) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.

5.3. The following paragraphs detail the Council's Educational Benefits Statement:

5.3.1. How does the proposal support improvement in the curriculum?

- The young people would be at the centre of the new learning campus with the facility designed to deliver the vision of integrated learning and teaching. The flexible use of space and creative use of new technologies would ensure a learning experience that is relevant, meaningful and challenging for young people.
- A new building would be designed to support the full breadth of the curriculum. It would provide spaces for teacher directed learning; breakout areas for independent or small group learning; specialist areas for practical subjects; and it would facilitate the range of learning experiences necessary for the development of skills.
- The new facilities would provide an opportunity to develop and promote greater partnership working within and between faculties and departments and improve the curriculum offer and delivery.

- There would be a greater potential for interdisciplinary learning within and across faculties due to the geography and layout of a new building.
- In addition, teaching and learning areas from each faculty may be grouped together allowing greater staff working relationships and more opportunities for sharing knowledge, skills and experiences across this wider curriculum provision.
- Teaching and learning in subject areas, such as the Technologies, Music and Physical Education, would be enhanced; ensuring improved personalisation and choice as well as greater breadth of the curriculum than can currently be offered.
- Young people would be exposed to a fuller curriculum through the Broad General Education and into the Senior Phase. This has the potential to lead to further improvements in attainment and wider achievements for young people.
- Furthermore, there would be the opportunity to create facilities as an explicit part of the design for the improved delivery of the STEM subjects (Science, Technology, Engineering and Mathematics).
- The development of skills for life, learning and work would be increased with a focus on vocational and technological pathways while still maintaining the academic achievements that the school enjoys. These elements would deliver a more relevant, challenging and enjoyable learning experience which is much more clearly focused on positive destinations for all young people. This could be achieved through consultation with the school community when designing the new campus.
- The opportunities for partnership working could be enhanced through the adjacency of the campus to West College Scotland and the potential co-location of council services and other organisations within the building.
- A greatly improved ICT infrastructure would provide a platform for new and emerging technologies to be used to support learning; enabling the full potential of systems to be realised for the benefit of young people and staff. These innovative and creative technology proposals would benefit not only those children and young people within the Campus, but across Renfrewshire Council in its widest sense.
- The new campus would offer an enhanced sporting experience for young people and the wider community which would meet the requirements and aspirations of the Council and the Scottish Government.
- An effective whole-school and community approach to Learning for Sustainability could bring together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.
- Enhanced drama, performance and media facilities would allow the talents of young people to be showcased to larger groups of parents and the wider community throughout the year. Young people's confidence develops significantly when given opportunities to perform in front of an audience and in turn, will contribute significantly to their overall development.
- Increased and improved outdoor areas would allow for all weather participation in activities not currently possible due to lack of facilities. The superior outdoor areas would further promote opportunities for outdoor

learning to meet the needs as set out by the Scottish Government in 'Curriculum for Excellence through Outdoor Learning'.

- Flexible working spaces and staff development facilities within the building would enhance collegiality and promote working practices which respond to the expertise and interests of staff.
- The proposal provides the Council with the opportunity to investigate the possible benefits of an "advanced higher hub" with bespoke facilities to support transition between the secondary and tertiary sectors; including the opportunities that will arise from Renfrewshire Council's economic strategy.

5.3.2. How does the proposal support greater personalisation and choice?

- The layout of the building would support staff to provide opportunities for young people to take responsibility for their learning.
- Well planned storage solutions would support young people to make meaningful choices and decisions about the resources they use in their learning.
- Open learning environments would allow for more active learning and would support young people in organising their own experiences.

5.3.3. How does the proposal support the personal, social, health, emotional and additional support needs of children?

- The proposal would provide a bright, naturally ventilated environment, which supports active learning, energises the learning community and supports the wellbeing of all its users.
- Dining and social areas would be improved and this, along with the development of external flexible spaces, would encourage young people to socialise; potentially improving their health and wellbeing.
- The design of the new campus would consider how young people move around the school throughout the day; improving circulation and orientation and further enhancing the ethos of the school.
- PE facilities would be designed to meet the needs of the school community; providing for a range of indoor and outdoor physical activities.
- Quiet spaces would be provided to support the emotional wellbeing of all young people and for those pupils with specific additional support needs.
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person.
- The new campus would be compliant with the provisions of the Equality Act (2010); it would be fully accessible to people with mobility difficulties and additional support needs. This would help support the Council's aim to develop a fully integrated education service which meets the needs of all learners.
- All areas of the curriculum would be accessible and take account of a broad range of needs. In addition, young people with social and emotional difficulties would benefit from an environment which enhances the learning experience and is more engaging and personalised.
- Better vocational provision with clear learning pathways leading to further education, for example, would better meet the needs of young people who

may not have their needs met through a more traditional learning experience within the limited confines of the current buildings.

5.3.4. How does the proposal support improvement in morale and ethos within the school?

- The design principles for the building would reflect the school's vision, values and aims and they would be informed by the school's socio, economic and cultural context.
- Opportunities to promote citizenship would be further enhanced through the possible co-location of council services and other organisations.
- The open environment and assembly spaces would provide opportunities for whole school activity and the promotion of the school's promoting positive behaviour ethos.

5.3.5. How does the proposal facilitate travel and transport arrangements?

- Through local regeneration initiatives there would be access to safe walking routes and cycle paths which are designed to support children and young people in making greener travel choices.
- Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation.

5.3.6. How does the proposal support school leadership?

- The building would provide a variety of education management spaces to support activities which contribute to effective school leadership including leadership team offices; conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

5.3.7. How does the proposal support teacher professionalism?

- The building would provide a variety of education development spaces to support activities which enhance teacher professionalism including spaces for visiting specialist; small, medium and large development spaces; and assembly areas for school development activity.

5.3.8. How does the proposal support parental engagement?

- The building would provide a variety of welcoming spaces which promote parental engagement with the school, including parents' rooms and conference / meeting rooms for parental workshops.

5.3.9. How does the proposal support assessment of children's progress; school improvement; and performance information?

- The building would provide a variety of education management spaces where staff can meet in appropriate venues such as conference / meeting rooms; small, medium and large meeting spaces; and assembly spaces for whole school collegiate activity.

5.4. Our assessment of any other likely effects of the proposal (if implemented).

- The proposal aligns with the commitments of the national performance framework and it supports the three key national education and skills priorities: Getting it Right for Every Child (GIRFEC); Curriculum for Excellence (CfE); and Developing the Young Workforce (DYW).
 - Additionally, state of the art digital technology would support learning experiences and the creation of new and diverse skills, improving links to business and enterprise.
- 5.5. How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented).
- Construction of a new Paisley Grammar Community Campus at an alternative site would ensure that the continuity of learning is not affected by construction disruption.
 - Curricular and logistical arrangements would be developed by the school to ensure a smooth transition for all children and young people and staff to the new building.
- 5.6. The benefits, which we believe, would result from implementation of this proposal.
- In addition to the benefits noted above, Children's Services believe that this change would support improvement in the overall efficiency of the school estate which ultimately supports all children and young people within Renfrewshire.

6. Impact on schools and their communities

- 6.1 Relocation and new build form part of the Council's School Estate Management Planning process and equality impact assessment is central to this approach.
- 6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.
- 6.3 There is no impact on community council boundaries.
- 6.4 A new Paisley Grammar Community Campus will have the capacity to serve communities.

7. Involvement of Education Scotland

- 7.1 A copy of this proposal has been sent to Education Scotland.
- 7.2 At the end of the formal consultation period Children's Services will send Education Scotland the following:
- a) a copy of all relevant written representations that are received from any person during the consultation period;

- b) a summary of any oral representations made by any person during the public meeting; and
 - c) a copy of any other relevant documentation, as available and so far, as practicable.
- 7.3 Education Scotland will provide the Council with a report on the educational aspects of this proposal. This report will be submitted to the Council no later than 3 weeks after Children's Services have sent them all of the representations and documents noted above, or such longer period as the Council may agree with Education Scotland.
- 7.4 In preparing their report, Education Scotland may visit establishments affected by the proposal and may make reasonable enquiries of such persons (both in the in the establishments and outwith) as they consider appropriate.
-

8. Consultation report

- 8.1 After receiving the report from Education Scotland, Children's Services will review the proposal having regard (in particular) to the following:
- a) written representations received by the Council from any person during the consultation period;
 - b) oral representations received by the Council from any person at the public meeting; and
 - c) the report provided by Education Scotland.
- 8.2 Thereafter the service will prepare a consultation report for consideration by the education and children's services policy board.
- 8.3 The consultation report will contain the following:
- a) a record of the total number of any written representations made to the Council (by any person) on the proposal during the consultation period;
 - b) a summary of:
 - (i) those written representations; and
 - (ii) any oral representations made to it (by any person) at the public meeting.
 - c) a statement of the Council's response to:
 - (i) those written and oral representations; and
 - (ii) Education Scotland's report.
 - d) a copy of that report

- e) a statement explaining how the Council complied with its obligation to review the relevant proposal as described above.

8.4 The consultation report will also include the following:

- a) details of any omission/inaccuracy in the proposal paper, or (as the case may be) any alleged omission/inaccuracy, (including a statement of the Council's opinion on it);
- b) a statement of the action taken in respect of the omission or inaccuracy, or (as the case may be) the alleged omission/inaccuracy, or, if no action has been taken, of that fact (and why); and
- c) any representations made to the Council where the person who made the notification re: omission/inaccuracy disagreed with the Council's determination as to whether there had been an omission/inaccuracy, or its decision as to whether to take action.

8.5 The Council must:

- a) publish the consultation report in both electronic and printed form;
- b) make the report available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
- c) provide without charge the information contained in the consultation report:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
- d) inform any person who during the consultation period made written representations on the relevant proposal of the publication of the consultation report; and
- e) advertise the publication of the consultation report by such means as it considers appropriate.

8.6 The time line and summary of the consultation process in respect of this proposal is set out below:

Activity	Date
Approval for consultation sought from Education and Children's Services policy board	12 March 2020
Consultation document to be issued outlining the proposal to:	30 March 2020

<ul style="list-style-type: none"> the parent council or combined parent council of any affected schools; the parents of the pupils at any affected school; the parents of any children who would be likely to become pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	
<ul style="list-style-type: none"> Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press; Social media release; and Questionnaire to go live on the Council website. 	30 March 2020
Public consultation meeting held to consult with affected communities in Paisley Grammar School at 6.30pm.	22 April 2020
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	1 June 2020
Report to Education Scotland on outcome of consultation.	15 June 2020
Response from Education Scotland on outcome of consultation.	21 August 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	29 October 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	6 November 2020



To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Children's Services Service Improvement Plan 2020- 23

1. Summary

- 1.1 This Service Improvement Plan for Children's Services covers the period from 2020/21 – 2022/23. The plan outlines what the service intends to achieve over the next three years based on the financial and employee resources likely to be available.
- 1.2 The Service Improvement Plan sits beneath the Council Plan, Community Plan, Risk Management Plan and the Workforce Plan to form a suite of documents which provide the strategic direction for the service. The service also produces an annual Education Improvement Plan (a statutory requirement) and makes a major contribution to the delivery of both the Renfrewshire Children's Services Partnership Plan and the Community Justice Renfrewshire plan.
- 1.3 The plan sets out the priorities being addressed; the key tasks to be implemented; the implementation time-table and our measures of success.
- 1.4 A mid-year progress update on the Service Improvement Plan will be submitted to the Education and Children's Services Policy Board in November 2020.

2. Recommendations

- 2.1 It is recommended that the Education and Children's Services Policy Board:
 - (a) approves the elements of the attached Service Improvement Plan which fall within the remit of this Board;
 - (b) agrees that mid-year progress with the Service Improvement Plan be reported to this Board in November 2020; and

- (c) note that this Service Improvement Plan has been submitted to the Communities, Housing and Planning Policy Board for approval of the elements covered by that Board's remit.

3. Background

- 3.1 Children's Services is responsible for the delivery of social work services to children and families, criminal justice social work, and early years, primary and secondary education. Much of what the service does is statutory; that is, there is a legal requirement for the Council to provide that service. Service delivery is a mix of universal provision (such as education), targeted provision (such as children's houses for accommodated children and young people) and specialist support (for example, criminal justice social work court services).
- 3.2 The service accounts for over half of the Council's overall budget and delivers a range of provisions, such as:
- 49 Primary Schools;
 - 11 Secondary Schools;
 - 11 Early Years Centres and 24 nursery classes;
 - 2 Schools for children and young people with Additional Support Needs;
 - Social Work Fieldwork Teams;
 - 5 children's houses;
 - Supported accommodation for young people leaving care;
 - Criminal Justice Social Work (Fieldwork, Unpaid Work service; Throughcare; Women's Community Justice; Court Services; Drug Treatment and Testing Orders);
 - Fostering and Adoption services; and
 - Kinship Care.
- 3.3 Children's Services has an approach which is strongly focused on prevention, early intervention and providing additional support for the most vulnerable. Whilst children's health services sit within the Health and Social Care Partnership (HSCP), a key priority of both organisations will be the continuation of effective integrated working.
- 3.4 The Service Improvement Plan is one way in which elected members are able to scrutinise the work of Children's Services, and to consider and decide upon policy options as necessary. Refreshing service improvement plans annually allows each service to consider the context in which they operate and revise plans where appropriate.
- 3.5 Importantly, the Service Improvement Plan also links the Council Plan and Community Plan priorities to strategic and operational activity within the service, which supports employees to understand how their role contributes to the Council delivering on its objectives. The priority actions set out in Section 5 of the attached Service Improvement Plan detail the specific actions the service will progress in order to support the Council's priorities and help deliver improved outcomes for Renfrewshire children, young people and families.

4. Key Achievements 2019/20

4.1 During 2019/20, key achievements of the service include:

- outcomes from school inspections being significantly higher than national averages;
- building on the excellent practice identified in the 2018 inspection by Education Scotland which is continuing to narrow the poverty-related attainment gap for children in Renfrewshire;
- achieving performance consistently above the national average against expected levels in literacy and numeracy in broad general education and continuing the trend into the senior phase with strong performance in national qualifications;
- successfully delivering 1140 hours to 41% of eligible children as part of the phased implementation, with full roll-out on target to complete by the due date of August 2020;
- delivering a programme of high quality professional learning to new and existing early years practitioners and leaders to strengthen the learning experiences of our children;
- forming a multi-year strategic partnership with Barnardos focused on the mental health of children and young people;
- Initiating a new partnership with Stanford University to support new approaches to teaching mathematics;
- mainstreaming the Just Learning employability programme which helps people with convictions develop the skills to progress in education, employment and/or training;
- introducing a positively received mentoring service to support vulnerable children and families which provides care experienced children with one of our 56 trained mentors to help them reach their potential;
- achieving a sustained increase in the number of young people being diverted from court to Children's Hearings for offending behaviour as a result of the intervention and support of the Whole Systems Team, meaning a reduction in stigma and a greater likelihood of completing community sentences;
- continuing work on employability skills in schools facilitate positive post-school destinations;
- undertaking a review of provision for children with additional support needs; and
- continuing to expand the Renfrewshire Nurturing Relationships Approach (which is now in 90% of Renfrewshire schools) and rolling it out to early years providers.

5. What do we want to achieve?

5.1 The service is working to contribute to the priorities set out in the Council Plan 2017-2022, which was approved by Council in September 2017. Children's Services also contributes to outcomes set out in Renfrewshire's new Community Plan, 'Our Renfrewshire' (2017-2027).

- 5.2 The service recognises the importance of working together across and beyond Council services with our partners, parents and communities to improve the outcomes for children, families and communities.
- 5.3 The work of Children's Services is guided by our vision:

'Working together to get it right for children, families and communities - Protecting, learning, achieving and nurturing'.
- 5.4 The core aims of the service are to:
- provide support to, and protection of, vulnerable children and families and manage offenders in the community;
 - provide children and young people with high quality learning and teaching within nurturing and innovative environments;
 - improving attainment for all whilst reducing the poverty-related attainment gap;
 - value wider achievements as well as traditional attainment so that young people are securing sustainable and positive post-school destinations, regardless of their start in life;
 - work with partners to improve life opportunities for children across Renfrewshire; and
 - support all services to raise standards through continuous improvement and self-evaluation in line with local and national priorities.

6. Key priorities

- 6.1 The priorities outlined in the Service Improvement Plan reflect our integrated approach to Children's Services which means that early years, primary and secondary education sits alongside support, protection and care functions all encompassed within one Council service. This approach allows us to best respond to meeting the needs of children, young people and families and provides a sound basis for us to achieve our vision.
- 6.2 During the lifetime of this plan, specific priorities for the service include:
- continuing to raise attainment for all children while also focussing on closing the poverty related attainment gap;
 - reviewing the curriculum with a specific focus on learning pathways (2-18), the S3 curriculum and progression pathways on literacy and numeracy to ensure appropriate progression and levels of attainment for all children and young people;
 - progressing the partnership work with Stanford University on approaches to teaching mathematics;
 - completing the expansion of early years so that all eligible children can access up to 1140 hours of provision a year from August 2020;
 - developing an 'early help' model of family support which will bring together resources from social work and education as well as from other public sector agencies and the third sector;

- further developing the new multi-year strategic partnership with Barnardos focusing on the mental health of children and young people;
 - completing the review of Additional Support Needs provision and implementing a new model from August 2020;
 - further developing the kinship care and fostering services, providing more family placements for children who are looked after;
 - implementing the findings of the Independent Care Review;
 - leading on the Early Intervention and Prevention workstream of the council's transformation programme;
 - developing a professional learning plan on parental engagement to support collaborative working and family learning approaches; and
 - implementing a new case management system for Children & Families social work in 2020 and for Criminal Justice Social Work in 2021.
- 6.3 Greater detail of the specific actions the service will progress can be found in Section 5 of our Service Improvement Plan, included as an appendix to this report.

7. Monitoring progress

- 7.1 Progress on the implementation of the Service Improvement Plan is regularly monitored by the Extended Senior Leadership Team every quarter and will be reported to the Education and Children's Services Policy Board on a six-monthly basis. A review of progress will be brought to this Board in November 2020.
- 7.2 Children's Services have introduced 5 new performance measures for 2020/21. Performance in relation to complaints has been separated to distinguish between responses to frontline complaints and those which require more investigation; the target for both is 95% compliance. There are three new indicators which will require baseline data to be gathered before targets can be set. Two of these relate to the expansion of 1140 hours of early years provision and replace the previous indicators which referred to 600 hours. The third will measure the uptake of foundation apprenticeships which supports the service's work on positive post-school destinations but also contributes to the delivery of Renfrewshire's Economic Strategy.

Implications of the Report

- 1. Financial** - The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.
- 2. HR & Organisational Development** – none
- 3. Community/Council Planning** – the report details a range of activities which reflect local council and community planning themes.

4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** – Service developments relating to information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives.
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none
9. **Procurement** – none.
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.
11. **Privacy Impact** - none
12. **COSLA Policy Position** – none.
13. **Climate Change** - none

List of Background Papers: None

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CHILDREN'S SERVICES

SERVICE IMPROVEMENT PLAN 2020-2023



Service Improvement Plan 2020-2023

Content

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1. Introduction

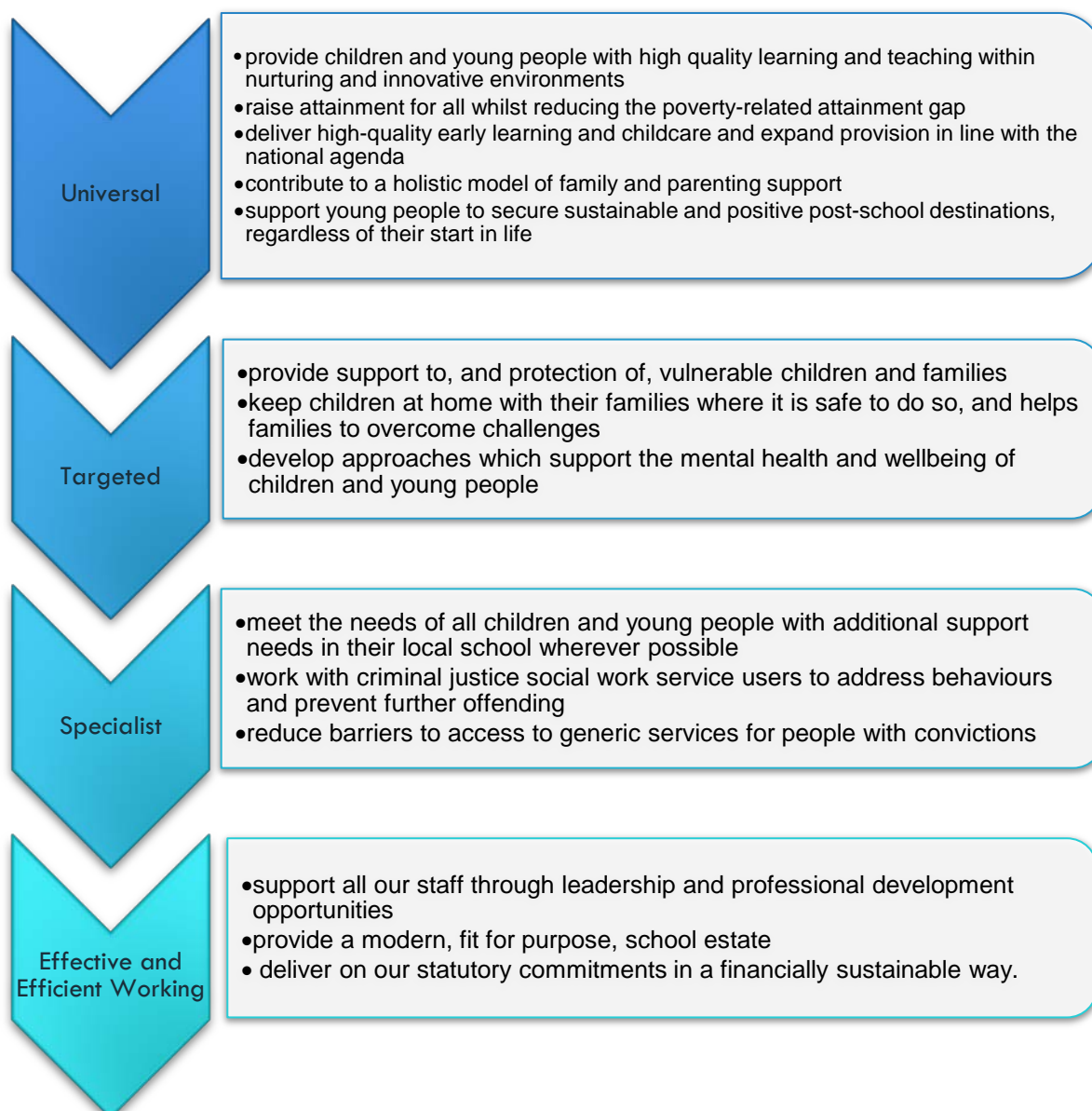
- 1.1 This Service Improvement Plan for Children's Services covers the period from 2020/21 to 2022/23. The plan outlines what the service intends to achieve over the next three years based on the resources expected to be available.
- 1.2 The major factors that this Service Improvement Plan will require to respond to are public sector reform, the challenging financial environment, and delivering the key priorities and outcomes of the Council Plan and Community Plan. The plan sets out the likely impact that these issues will have on the service and our actions to address them.
- 1.3 The Council Plan clearly articulates the Council's priorities for Renfrewshire, and along with the Community Plan, sets out an ambitious programme of work. Children's Services will work together with partners, businesses, local people and communities to target the five strategic outcome areas of the Council Plan, creating opportunities for all. These are:
 - reshaping our place, our economy and our future;
 - building strong, safe and resilient communities.
 - tackling inequality, ensuring opportunities for all.
 - creating a sustainable Renfrewshire for all to enjoy; and
 - working together to improve outcomes.
- 1.4 The Service Improvement Plan informs the Children's Services Workforce Plan and the Children's Services Risk Register and is the overarching document which sets the programme of development and improvement activity within the service and sets the context for budget decisions. The service is a key partner in the delivery of the Renfrewshire Children's Services Partnership Plan and the Renfrewshire Community Justice Plan. Services are also directed by the Education Improvement Plan, which is a statutory requirement for local authorities.

2. What We Do

2.1 Children's Services are responsible for the delivery of early years, primary and secondary education, social work services to children and families, and criminal justice social work.

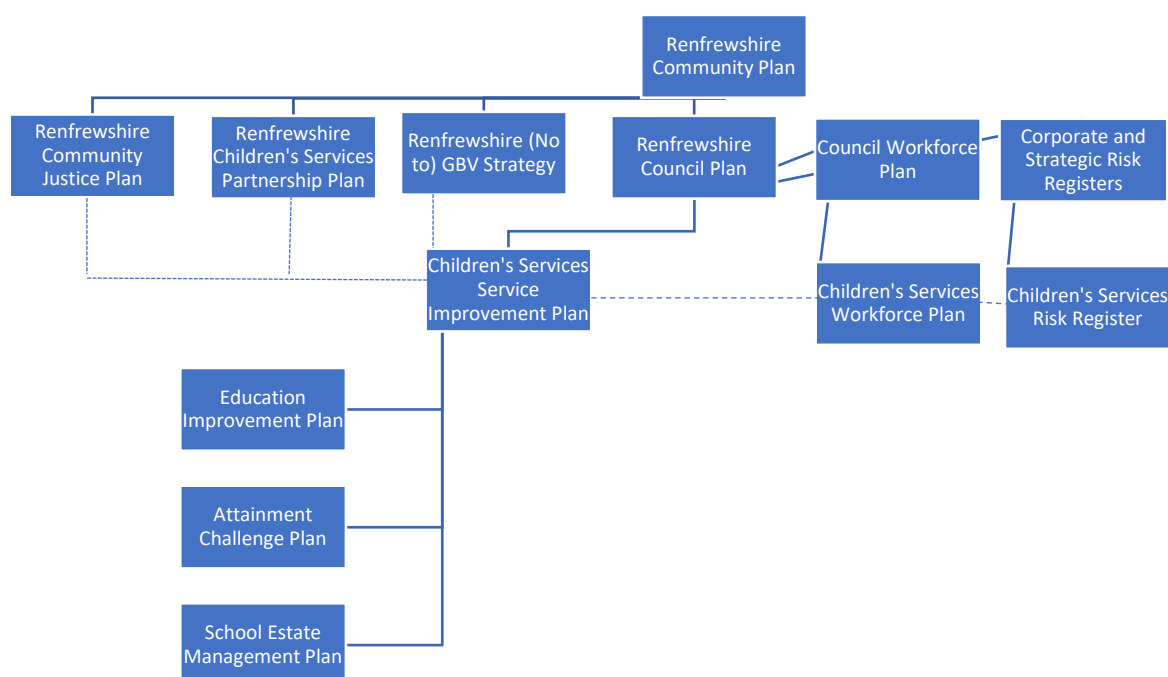
2.2 The Director of Children's Services is the Council's Chief Education Officer and the Head of Child Care and Criminal Justice is the Chief Social Work Officer (CSWO) for the Council and the Health and Social Care Partnership. Each local authority is required to designate a senior member of staff to act as CSWO under the Social Work (Scotland) Act 1968.

2.3 The objectives of the service are:



3. Strategic Context

3.1 Children's Services operates in a complex strategic environment and delivers many services on a statutory basis. As such, the service produces and reports on a number of plans, whether to elected members, the Scottish Government, or multi-agency partnership boards. The key plans are set out here:



3.2 Service delivery is shaped and influenced by a wide range of internal and external factors. Current drivers impacting Children's Services include:

a. National Policy and Legislative Change

- the requirement to increase early years provision per child to 1140 hours annually by August 2020;
- the findings of the Independent Care Review which were published in February 2020 and set a clear national direction for how looked after children should be supported;
- ongoing implementation of the Scottish Attainment Challenge, including Pupil Equity Funding and the Care Experienced Fund;
- the ongoing Scottish Child Abuse Inquiry, and the legal duties on local authority services arising from this;
- ongoing implementation of the extension of the right to continuing care and aftercare for care leavers;

- the extension of a presumption against short prison sentences which is generating additional demands on Criminal Justice Social Work to manage community sentences;
- new duties emerging for Criminal Justice Social Work in relation to support for Home Detention Curfews, provision of Bail Supervision, increased intervention in relation to Diversion from Prosecution, Structured Deferred Sentences, support to Electronic Monitoring, and expectations around increasing the uptake of Voluntary Throughcare; and
- preparation for any policy and legislative change arising from the UK's withdrawal from the European Union.

b. Demographic and Social Change

- managing the reduction in the number of looked after children from historically high levels, whilst mitigating the impact of deprivation, substance misuse, and parental neglect;
- societal inequalities which mean children from poorer areas may not have the same opportunities and life chances as children from more affluent areas;
- increasing numbers of care-experienced children and young people accessing continuing care, Throughcare services and other supports;
- increasing numbers of children with additional support needs being supported;
- managing an increase in the volume and complexity of community sentences, partly as a result of a national impetus to reduce the prison population;
- managing changing patterns of demand for school places in response to local population migration and new housing provision; and
- supporting an increasingly diverse population in terms of ethnicity, including a need for specialist support for some groups of the population, for example refugees and those seeking asylum.

c. Internal resource factors

- continuing to deliver high quality services at a time of financial constraint for all local authorities;
- pressures in the recruitment and retention of teaching staff, particularly senior leadership roles;
- pressures in the recruitment of early years staff to support delivery of 1140 hours;

- a Criminal Justice Social Work grant which has steadily reduced over recent years and continues to reduce at a time of increasing demands on the service; and
- an ongoing need to modernise the school estate.

Equalities

- 3.3 Every area of work within the Council has a role to play in promoting equality and diversity. While this is the right thing to do and has clear advantages for the Council, there are also legal requirements. Equality law (The Equality Act) protects people from unfair treatment and asks public bodies (including Renfrewshire Council) to show how they make a positive difference to equality groups. The Council recognises that equality both needs to be mainstreamed fully into its policies and procedures and ensure that its equality outcomes are given high priority, by being part of mainstream progress reporting.
- 3.4 All Children's Services' plans and policies support this mainstreaming and contribute to the Council's six equality outcomes. Examples of how this is delivered within the service are given below.

Public spaces improve access and promote dignity for disabled and older people	Our existing programme of new builds and refurbishments supports positive work to make public spaces accessible and inclusive. Our schools provide accessible environments and our unpaid work squads regularly carry out environmental improvements which contribute to safe and accessible spaces.
Our staff and communities fully understand the causes and consequences of gender-based violence and are equipped to respond	<p>The service plays an active role in the Gender Based Violence Working Group and delivers specialist services to support women and children affected by GBV.</p> <p>The service is committed to the Renfrewshire Multi Agency Risk Assessment Conference (MARAC) which supports high risk victims of domestic abuse and raises awareness of the issue in Renfrewshire. We continue to embed the Safe and Together approach in our work with families, offer Up2U to individuals who have been through the Court system and deliver CEDAR to children who have experienced domestic violence.</p>

Equalities-led organisations are supported to become sustainable and influential partners	The work of equalities-led organisations informs our policy and practice. A current example is schools working towards the LGBT Charter Award.
Council services are responsive to the needs of equalities groups, with well-designed and flexible services	The service will continue to be responsive to equalities groups.
Renfrewshire Council promotes itself as and becomes an employer of choice for disabled people	The service adopts all corporate initiatives to support greater inclusion.
Equalities implications are clearly and consistently considered in decision making.	All policy board papers include a statement concerning equalities groups. Our policies promote diversity and equality.

Partnerships and Providers

- 3.5 Children's Services maintains close links to other partners through the Renfrewshire Children's Services Partnership, the Renfrewshire Community Planning Partnership and Community Justice Renfrewshire, as well as participating in other partnership work on a thematic basis, such as the Renfrewshire Child Protection Committee, the Renfrewshire Gender Based Violence Strategy Group and joint working with Police Scotland in relation to Multi-Agency Public Protection Arrangements (MAPPA) processes.
- 3.6 In addition, the service continues to have strong links with Renfrewshire Health and Social Care Partnership which provides adult social work and social care services. There are a number of key areas where Children's Services will work closely with the HSCP. The mental health and wellbeing of young people, tackling substance misuse, promoting physical activity, supporting women and children impacted by gender-based violence (including women involved with justice), supporting adults with convictions with their addiction and mental health issues and improving the transition between children's and adult services are reflected in the actions in the strategic plans of both agencies.
- 3.7 Children's Services provides a number of services directly, but also commissions from a range of providers across sectors and works with specific partners on the delivery of specialist services. In 2019, the service embarked on a long-term strategic partnership with Barnardos; this has a focus on the mental health of children and young people.

Best Value

- 3.8 Following the Council's Best Value Audit inspection, Audit Scotland provided direction on areas for improvement, with 7 key recommendations forming an improvement plan. Overall progress against the Council's Best Value Audit actions are monitored annually by the Leadership Board. Actions from the improvement plan are embedded within the Council and Community Plans and will be driven at a service level through the Service Improvement Planning process. There are no actions specific to Children's Services; however, we will contribute to the corporate actions particularly around community engagement, partnership working and workforce planning.

Risk

- 3.9 The Council's risk management arrangements are well established with all strategic, corporate and service risks being reported to the Audit, Risk & Scrutiny (ARS) Board, and all services represented on the Corporate Risk Management Group. Actions related to strategic or corporate risks, where Children's Services are the owner or joint owners of the risks, are reflected in this Service Improvement Action Plan; this ensures an additional layer of monitoring in our management of these risks. Other risks which may occur only for, or within our own service are contained within a service risk register used for operational management purposes.
- 3.10 In terms of strategic risks for the council, Children's Services is the joint lead (with Communities, Housing and Planning Services) for Community Safety and Public Protection. This is considered a high risk but is managed as 'business as usual' through a robust set of policies and procedures and strong partnership working.
- 3.11 At a service level, Children's Services currently has no risks evaluated as very high or high on the service risk register. Current service risks are listed here:

Area of risk	Evaluation	Council Priority
Unaccompanied Asylum Seeking Children	Moderate	Building strong, safe and resilient communities
Integrated service arrangements	Moderate	Working together to improve outcomes
Development of early intervention and preventative services for children, whilst seeking to maximise opportunities for all	Moderate	Tackling inequality, ensuring opportunities for all

Failure of major providers	Moderate	Working together to improve outcomes
Continuous improvement	Moderate	Working together to improve outcomes
Property	Moderate	Working together to improve outcomes
Implementation of new case management system for Children & Families social work	Moderate	Working together to improve outcomes

Continuous Improvement

- 3.12 Children's Services is committed to delivering high-quality services. It has a Quality Improvement Framework for schools and early years establishments. Social work services and educational establishments are subject to considerable, robust, external scrutiny from the Care Inspectorate and Education Scotland. Consideration is also being given to how we develop a Quality Improvement Framework which will be applied to Children's Social Work. Reports on every school inspection are taken to the Education and Children's Services Policy Board and from 2020/21 on, that Policy Board will also receive regular updates on the inspection of registered services within Children and Families Social Work. The service contributes to multi-agency self-evaluation work and is currently involved in an evaluation being carried out by the Gender Based Violence Strategy Group.
- 3.13 The service will continue to contribute to the Council's Right for Renfrewshire transformation programme; leading on Early Intervention and Prevention and providing support to other service reviews as required, ensuring the Council continues to deliver the best possible services for our customers/service users now and in the future. More detail on this is provided in paragraphs 3.22, 3.23 and 3.24.

Workforce Planning

- 3.14 All council services have a workforce plan based on the six key objectives of the Council Workforce Plan:
- A Strategic Workforce
 - A Flexible Workforce
 - A Modernised Workforce
 - A Skilled Workforce
 - A Developing Workforce
 - A Resilient Workforce

- 3.15 Teacher recruitment continues to be a challenge for most Scottish local authorities. The situation regarding non-promoted teachers in the primary sector is improving but there remains a greater challenge in securing secondary staff in some subject disciplines, particularly for supply cover purposes. Renfrewshire's Aspiring Leadership programme continues to support recruitment to promoted vacancies.
- 3.16 Securing the required early years workforce to support the 1140 expansion remains a priority. Professional development opportunities will continue to be progressed to support the development of new and existing staff to maintain the provision of high quality early learning and childcare. A school estate programme of new builds, refurbishments and extensions is providing increased capacity and all eligible children will be able to access their 1140 hours from August 2020.
- 3.17 Professional development remains a priority for the service. A focus on leadership continues and in 2020/21 work will be undertaken on co-coaching, building resilience, empowerment, and the mental health and wellbeing of leaders. The continued development of support for carers, particularly kinship carers, remains a core element of service development and will require additional focus in relation to the recommendations of the Independent Care Review. The Unpaid Work service is participating in a multi-council pilot project developing learning and training for paraprofessionals working in that field. Once the next element of the Scottish Government's child protection improvement plan is published, implementation will become a priority for the service and the wider Renfrewshire Child Protection Committee.

UK Withdrawal from the EU

- 3.18 The UK began withdrawal from the European Union on 31 January 2020. Given the uncertainty which remains around this process, the Council and its partners have developed a range of contingency processes for any incidents which arise in the event of a "no deal Brexit". This is led by the Brexit Readiness Steering Group. Nonetheless, the situation requires continued close monitoring as there may be impacts on, for example, contractual arrangements with third parties, or on legislation impacting on food standards and trading standards. The Council is also cognisant of the fact that some staff are EU nationals and that this is a time of uncertainty for them in relation to their status.

- 3.19 Social work services have a duty to support any looked after children who are EU nationals and wish to apply for settled status in the UK. Processes will also be put in place to support other vulnerable groups through the EU Settlement Scheme.

Climate Change

- 3.20 Following the Council's declaration of a climate emergency in June 2019, the service will continue to contribute to working groups on climate change to develop a range of plans to reduce the Council's own carbon emissions and support partners, businesses and citizens in Renfrewshire to reduce theirs. As part of the development of the school estate, Children's Services works with colleagues in Property Services to deliver sustainable school buildings. At present, 31 Renfrewshire schools and pre-five centres have been awarded the Green Flag as an eco-school, with most others signed up to the scheme and working towards this. One of the focus areas for STEM learning in 2020 will be events themed around climate change in the run-up to the international conference being held in Glasgow in November 2020.

Developments for 2020/21

- 3.21 In light of the publication of the findings of the Independent Care Review in February 2020, Children's Services will consider the implications of this for policy and practice and will develop plans to support the implementation of any changes to national policy and/or legislation arising from the review. It is anticipated that this may include elements relating to continuing care and to preventing siblings being separated in care placements.
- 3.22 Children's Services will continue to work with other council services on the Right For Renfrewshire transformation programme. Children's Services leads on the Early Intervention and Prevention workstream which is focused on delivering services and supports at an earlier stage in people's lives to prevent a need for crisis services at a later date. This aligns with the national agenda outlined in the Independent Care Review which includes a long-term goal to render crisis services obsolete in family social work. It also aligns with the national community justice agenda in taking a more holistic approach to preventing offending behaviour.

- 3.23 Work done in 2019/20 to evaluate Family Group Decision Making as a model for supporting families will be further developed. This will be a key component of a new model of family support which will build on the service's success in reducing overall numbers of children in care over the past decade. The service will also explore opportunities to expand the provision of kinship care and foster care, re-emphasising the commitment to place children in care in a family setting whenever possible.
- 3.24 In order to maximise the benefits of having Children & Families social work services managed alongside education, Children's Services will be developing an 'early help' model which will draw on staff and resources from both areas of the service and will involve partners from the third sector and other universal services. The service will also look at how this model could support the work of criminal justice social work and community justice. The aim of the new model will be early intervention and this will be underpinned by a Family Support Strategy and a Parenting Strategy for Renfrewshire.
- 3.25 The expansion of Early Years provision will continue with a view to meeting the target of 1140 hours for all eligible children by August 2020. Recruiting additional staff and ensuring suitable professional development opportunities remains a priority. A programme of new builds, extensions and refurbishments will continue to ensure that nursery classes and early years centres have the facilities to allow them to provide the additional hours.
- 3.26 The review of Additional Support Needs provision is nearing completion and proposals will be presented to elected members for approval in 2020/21. Three tiers of support will ensure schools are empowered to make decisions which will meet the needs of learners in their establishment wherever possible.
- 3.27 The service has entered into a strategic partnership with Barnardos and the seven-year arrangement will focus on the mental health of children and young people. During 2020/21, consultation with communities will help determine where changes need to be made in order to shape support which tackles the causes of poor mental health as well as the symptoms. One gap that has been identified as a priority is for those whose needs are greater than can be met by counselling services but which don't meet the threshold for specialist health services such as CAMHS (Child and Adolescent Mental Health Services).

- 3.28 The service will build on the successes highlighted by Education Scotland and continue to focus on raising attainment for all children, whilst closing the poverty related attainment gap through the work of the Attainment Challenge, Pupil Equity Fund, and the Care Experienced Fund, as well as everyday service provision. In addition to the well-established partnership with the University of Strathclyde on literacy, the service now has a partnership with Stanford University to develop approaches to teaching mathematics. Children's Services will host colleagues from Stanford at a practitioner conference (the first to take place in Europe) in May 2020.
- 3.29 The refreshed narrative launched by Education Scotland in September 2019 and the recently announced national review that will be led by OECD will set the context for the continuing work to strengthen 3-18 curriculum with a view to ensuring it is coherent, flexible and provides appropriate progression and levels of attainment for all children and young people.
- 3.30 Renfrewshire's Alcohol and Drug Commission is due to report its findings in 2020. These will reflect the role of addictions in contributing to multiple disadvantage and vulnerability. Children's Services will work with partners on implementing the recommendations of the commission.
- 3.31 A revised strategy on parental engagement with education was launched in October 2019. During 2020/21, a priority will be developing a professional learning plan on parental engagement which will promote consistency of practice and ethos and set the foundations for collaborative working with parents. A test of change approach is underway in four school clusters looking at how to best support a family learning approach.
- 3.32 Children's Services will support the emerging work on corporate values following on from the large-scale staff consultation during 2019. The four corporate values will be embedded in policies and practice.

4. Our Resources

- 4.1 Local government continues to operate in a challenging financial environment. The financial challenges are expected to continue in 2020 and beyond. Renfrewshire Council, together with other Scottish local authorities, face a significant financial challenge over the next few years. The Council is taking a long-term view of financial planning on the basis of:
- reducing resources given the uncertainty over when and at what level sustained budget growth may return;
 - rising cost and demand pressures continuing to be a feature of the Council's financial outlook;

- an increasing and ongoing need for the Council to prioritise spend to focus on the delivery of strategic priority outcomes; and
- delivering change, transformation and savings continuing to be a necessary feature of the Council's planning arrangements.

4.2 Particular areas of resource pressure for Children's Services include:

- historically higher than average incidences of child protection cases and looked after children, due in part to parental substance misuse and areas of significant deprivation within Renfrewshire;
- increasing numbers of young people in continuing care, and those leaving care and accessing throughcare and aftercare services;
- managing the expansion of early learning and childcare to 1140 hours;
- increasing numbers of children with additional support needs in our schools; and
- ongoing annual reductions in the grant payable to Renfrewshire Council to deliver Criminal Justice Social Work services alongside a growth in the number of community sentences to be managed.

4.3 A variety of performance measures are applied across the service which includes external suites of indicators. Performance against selected indicators is reported quarterly to the Council's Corporate Management Team. Performance against all indicators in this Service Improvement Plan is reported to elected members in the mid-year monitoring report and the outturn report.

4.4 The following pages provide details of how the service contributes to the delivery of council priorities and includes a list of specific actions and performance measures for each priority.

5. **Contributing to the Council's Strategic Priorities**

5.1 This Service Improvement Plan includes actions and performance measures aligned to four of the five priorities set out in the Council Plan. Whilst Children's Services has no specific actions or indicators under 'Creating a sustainable Renfrewshire for all to enjoy', it works in collaboration with other services to support delivery of all Council Plan priorities. This section of the Service Improvement Plan gives a brief outline of how Children's Services contributes to each priority and lists some of the service's key achievements in this area over the last year. An action plan and performance indicators are provided to show the specific detail of how we will contribute to each priority over the life of this plan.

5.2 Children's Services also makes use of the indicators in the Local Government Benchmarking Framework to monitor performance. These indicators are included as an appendix to this plan.

5.3 Strategic Priority 1 Reshaping our place, our economy and our future

5.3.1 Achievements

Key achievements in 2019/20 against this priority include:






- outcomes from school inspections being significantly higher than national averages;
- achieving performance consistently above the national average against expected levels in literacy and numeracy, including particularly strong performance in P7 and S3. This positive trend continues into the senior phase with Renfrewshire Council performing above national average and virtual comparator across key measures;
- offering a range of professional learning opportunities on pedagogical leadership for early years practitioners and leaders, improving knowledge and understanding of how children learn, particularly through play;
- accessing professional training provided by Stanford University on Mathematical Mindsets and having six primary schools participate in an immersive Maths Camp;
- establishing successful partnerships with Glasgow Science Centre and the Scottish Science Education Research Centre (SSERC) to support the delivery of Science, Technology, Engineering and Mathematics (STEM) subjects;
- continuing work on employability skills in schools facilitating improvement in positive post-school destinations; and
- increase in young people applying for Foundation Apprenticeships as part of the joint delivery of vocational programmes by schools, West College Scotland and the council;
- the introduction of bespoke pathways for a group of young people in construction, manufacturing, and early learning and childcare; and
- the inclusion of St Catherine's Primary in an Education Scotland thematic review as a case study of highly effective assessment practice.


5.3.2 Actions

What we will do	What difference it will make	When we will do it by?	Who will lead on this?
Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	Staff are skilled and knowledgeable and able to effectively support children and young people in their learning and development.	31-Mar-2021	Education Manager (Curriculum)
Improve employability skills and support all of our young people to enter positive destinations and sustained post-school destinations.	Equipping children and young people with the skills needed in the workplace improves opportunities and life chances for all.	30-Jun-2020	Education Manager (Senior Phase)

What we will do	What difference it will make	When we will do it by?	Who will lead on this?
Develop and strengthen our partnership with the Winning Scotland Foundation and Stanford University in the field of Mathematical Mindsets.	Equipping children and young people with the skills needed in the workplace improves opportunities and life chances for all.	31-Mar-2021	Education Manager (STEM)
Expand the support offered to young people to develop leadership skills and increase levels of pupil participation in schools and beyond.	Equipping children and young people with the skills needed in the workplace improves opportunities and life chances for all.	31-Mar-2021	Education Manager (Professional Development and Leadership)
Review the curriculum for a specific focus on learner pathways (2-18) and the S3 curriculum.	The curriculum will be coherent and flexible and provide progression and levels of attainment for all children and young people.	31-Mar-2021	Head of Curriculum and Quality
Develop progression pathways on literacy and numeracy which align with national expectations but can be tailored to ensure they are relevant to the context of individuals schools.	The curriculum will be coherent and flexible and provide progression and levels of attainment for all children and young people.	31-Mar-2021	Education Manager (Curriculum)
Develop the breadth of choice available to young people by expanding the curriculum offer in the senior phase to include a wider range of accredited achievement opportunities and vocational programmes including the expansion of Foundation Apprenticeships.	Equip children and young people with the skills knowledge and experience to be successful in life beyond schools.	31-Mar-2021	Education Manager (Senior Phase)

5.3.3 Performance Measures

Code	Performance Indicator	Frequency	Status	Current Value	2019/20 Target	2020/21 Target	2021/22 Target	2022/23 Target
CHS/PD/01	% of School leavers in a positive destination	Annual		93.1%	95%	95%	95%	95%
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4	Annual		96%	98%	98%	98%	98%
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4	Annual		92%	95%	95%	96%	96%
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5	Annual		87%	86%	86%	88%	88%
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5	Annual		76%	75%	75%	77%	77%
CHS/ATT/12	Average Complementary Tariff (S4)	Annual	New for 2018/19: no target	311	313	316	320	322
CHS/ATT/13	Average Complementary Tariff (S5)	Annual	New for 2018/19: no target	546	554	560	565	570

Code	Performance Indicator	Frequency	Status	Current Value	2019/20 Target	2020/21 Target	2021/22 Target	2022/23 Target
CHS/ATT/04	No. of opportunities for young people to achieve through accredited awards	Quarterly		296	282	1200	1200	1250
CHS/PD/02	No of foundation apprenticeships accessed by Renfrewshire school pupils	Annual	New for 2020/21; baseline to be established	New for 2020/21; baseline data to be gathered and targets presented in 2021/22 plan.				

5.4 Strategic Priority 2: Building strong, safe and resilient communities

5.4.1 Achievements





Key achievements in 2019/20 against this priority include:







- successfully delivering 1140 hours to 41% of eligible children as part of the phased implementation, with full roll-out on target to complete by the due date of August 2020;
- being one of the areas to pilot a new trauma-informed approach to joint investigative interviewing for child protection cases;
- forming a multi-year strategic partnership with Barnardos focused on the mental health of children and young people;
- delivering a range of interventions and initiatives to promote improved health and wellbeing in children and young people, including the social and emotional literacy programme PATHS (implemented in 7 early years settings, 27 primaries and 1 ASN school) and the cognitive behavioural therapy programme Living Life to the Full (in 1 ASN and 7 secondary schools);
- expanding the availability of the Mentors in Violence programme in secondary schools as part of a multi-faceted, multi-agency approach to tackling gender-based violence;
- achieving a sustained increase in the number of young people being diverted from court to Children's Hearings for offending behaviour as a result of the intervention and support of the Whole Systems Team, meaning a reduction in stigma and a greater likelihood of completing community sentences;
- contributed to the engagement activity of the Alcohol and Drugs Commission, with over 100 secondary school pupils being supported to take part in focus groups;
- contributed to community projects via the Unpaid Work team, including the creation of mud kitchens for schools, dementia blankets for care homes, ongoing work with the Renfrewshire Environmental Trust, landscaping improvements to a local historic building and painting and decorating projects in the community; and
- continuing to expand the Renfrewshire Nurturing Relationships Approach (which is now in 90% of Renfrewshire schools) and rolling it out to early years providers.

5.4.2 Actions

What we will do	What difference it will make	When we will do it by?	Who will lead on this?
Further explore the opportunities presented by embedding a Family Group Decision Making approach within Children and Families social work.	Early intervention supports families to make positive changes which improve relationships and may prevent compulsory measures.	31-Mar-2021	Quality Assurance and Practice Development Manager
Further develop support for and use of kinship care	Families are supported to be able to provide a stable and safe environment for children and young people.	31-Mar-2021	Children's Services Manager
Further develop the fostering service, with a focus on placements for older children.	Families are supported to be able to provide a stable and safe environment for children and young people. Older children are able to remain in a family placement rather than a residential care service.	31-Mar-2021	Children's Services Manager
Implement recommendations flowing from the national reviews of child protection and the care system.	Child protection practice is further enhanced and strengthened in line with recommendations.	31-Mar-2021	Child Protection Advisor
Work with partners on delivering the recommendations of Renfrewshire's Alcohol and Drugs Commission.	Agencies work together to reduce the impact of addictions on the lives of Renfrewshire residents.	31 Mar 2022	Head of Childcare and Criminal Justice

5.4.3 Performance Measures

Code	Performance Indicator	Frequency	Status	Current Value	2019/20 Target	2020/21 Target	2021/22 Target	2022/23 Target
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date	Quarterly		77%	72%	72%	75%	75%
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week	Quarterly		43%	85%	85%	85%	85%
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order	Quarterly		79%	70%	70%	70%	70%
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order	Quarterly		62%	75%	75%	75%	75%

Code	Performance Indicator	Frequency	Status	Current Value	2019/20 Target	2020/21 Target	2021/22 Target	2022/23 Target
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order	Quarterly		68%	65%	65%	65%	65%
CHS/CPR/01	Percentage of children registered in this period who have previously been on the Child Protection Register	Quarterly		28%	n/a	n/a	n/a	n/a
RCPC/01	Number of children on the Child Protection Register at quarter end date	Quarterly		80	n/a	n/a	n/a	n/a
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days	Quarterly		78%	100%	100%	100%	100%
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families	Quarterly		81%	83%	83%	85%	87%
CHS/LGBF/01	Percentage of Looked After Children cared for in the community	Quarterly		93%	89.9%	89.9%	89.9%	89.9%

5.5 Strategic Priority 3: Tackling inequality, ensuring opportunities for all

5.5.1 Achievements

Key achievements in 2019/20 against this priority include:





- continuing to narrow the poverty-related attainment gap for children in Renfrewshire;
- developing a quality assurance framework for looked after children;
- enhancing the provision of counselling services in all secondary schools and in targeted primary and ASN schools;
- launching a new Parental Engagement Strategy; and
- rolling out the Locality Inclusion Support Network (LISN) approach as a peer support model for those with additional support needs to all schools following two successful pilots;
- delivering activity programmes for young carers during school holiday periods; and
- national recognition for approaches to engaging families and communities, with Todholm Primary winning the Family and Community Learning Award at the 2019 Scottish Education Awards and Mary Russell school highlighted as a good practice example by Education Scotland.







5.5.2 Actions

What we will do	What difference it will make	When we will do it by?	Who will lead on this?
Continue to work towards providing 1140 hours of high quality early learning and childcare for all eligible children in Renfrewshire.	Children are given the best start and are supported to reach their full potential.	31-Jul-2020	Head of Curriculum and Quality
Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	All children in Renfrewshire have the best possible start in life.	31-Mar-2021	Director of Children's Services
Provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups.	Children are given the best start and are supported to reach their full potential.	31-Jul-2021	Director of Children's Services
Review support for young carers, identifying opportunities to improve life chances.	Young carers have time away from their responsibilities and are supported to make time for themselves.	31-Mar-2021	Quality Assurance and Practice Development Manager
Implement the national Health and Wellbeing census and collaborate with the West Partnership to use the results to inform improvement.	Children and young people have increased resilience and are supported in social and emotional development.	31-Mar-2021	Education Manager (Health and Wellbeing)
Develop the Mental Health and Wellbeing Strategic Partnership with Barnardos to address the causes and symptoms of poor mental health in children and young people.	Children and young people enjoyed improved mental health and can access appropriate support if and when they need it.	31-Mar-2021	Head of Childcare and Criminal Justice
Provide enhanced educational support to care experienced children and young people through an intensive family supports service, leadership development and a bespoke attainment mentoring programme.	All children in Renfrewshire have the best possible start in life.	31-Mar-2021	Children's Services Manager
Implement the recommendations of the ASN review.	Children and young people are supported to remain in mainstream education with their peers.	31-Mar-2021	Head of Schools

5.5.3 Performance Measures

Code	Performance Indicator	Frequency	Status	Current Value	2019/20 Target	2020/21 Target	2021/22 Target	2022/23 Target
CHS/EY/04	% of entitled 2 year olds accessing 1140 hours of early learning and childcare	Quarterly	New for 2020/21; baseline data to be gathered and targets presented in mid-year update					
CHS/EY/03	% of 3 and 4 year olds accessing 1140 hours of early learning and childcare	Quarterly	New for 2020/21; baseline data to be gathered and targets presented in mid-year update					

CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education	Quarterly		42%	51%	53%	55%	57%
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months	Quarterly		4%	0%	0%	0%	0%
CHS/ATT/07	Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.	Annual	n/a	2018/19 data not yet available	36%	32%	28%	TBC once 2018-19 data becomes available (expected by end of Feb)
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)	Annual	n/a	2018/19 data not yet available	310	320	320	TBC once 2018-19 data becomes available (expected by end of Feb)
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort	Annual	n/a	2018/19 data not yet available	65%	64%	63%	62%
CHS/ATT/14	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)	Annual		12	9	8	7	6
CHS/ATT/15	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)	Annual		10	9	8	7	6

CHS/ATT/16	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled	Annual		18	17	16	15	14
CHS/ATT/17	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled	Annual		14	17	16	15	14
CHS/SCH/07	% of children attending school (Primary)	Annual		94.9%	95.5%	95.5%	95.5%	95.5%
CHS/SCH/08	% of children attending school (Secondary)	Annual		90.3%	91%	91%	91%	91%
CHS/SCH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)	Annual		93%	92%	92%	92%	92%
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)	Annual		74%	68%	69%	70%	71%

5.6 Strategic Priority 4: creating a sustainable Renfrewshire for all to enjoy

5.6.1 Achievements

Children's Services did not previously have any actions for this priority. However, the school estate management plan promotes environmentally sustainable and energy efficient practices for new builds and the service works with other council services on this.

5.6.2 Actions

What we will do	What difference it will make	When we will do it by?	Who will lead on this?
Continue to work with other council services to deliver improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	Following the Council's declaration of a climate emergency in June 2019, the delivery of this action will make a critical contribution towards Renfrewshire being carbon neutral by 2030.	31 Mar-2021	Education Manager (Resources)

Progress consultation and development work in relation to the priority schools identified in the School Estate Management Plan.	Pupils and staff enjoy a modern, fit for purpose, school estate which supports learning and achievement.	31 Mar 2021	Education Manager (Resources)
Deliver a programme of events in schools related to the COP26 climate change conference in partnership with the West STEM Partnership Hub.	Our children and young people are better informed about the impact of climate change and the importance of sustainability and are supported to develop skills to meet the challenges of a climate emergency.	31 Dec 2020	Education Manager (STEM)

5.6.3 Performance Measures

Children's Services currently has no performance measures in relation to this priority.

5.7 Strategic Priority 5: Working together to improve outcomes

5.7.1 Achievements

Key achievements in 2019/20 against this priority include:



- providing a programme of leadership development activity for school-based staff;
- providing ongoing professional learning opportunities, including certificated qualifications, to new and existing early years practitioners and leaders;
- appointing a number of internal candidates to promoted posts within early years, demonstrating the impact of our professional development programme on leadership skills;
- delivering on a challenging recruitment programme to support early years expansion, with 63% of the staff required to deliver additional hours in August now recruited;
- recognition, through the General Teaching Council of Scotland revalidation process, of the improved outcomes for children resulting in part from high quality professional learning and a positive culture which supports teacher and school empowerment;
- mainstreaming the Just Learning employability programme which helps people with convictions develop the skills to progress in education, employment and/or training;
- introducing a positively received mentoring service to support vulnerable children and families which provides care experienced children with one of our 56 trained mentors to help them reach their potential; and
- identifying external funding to create a post of Addictions Development worker to support the service's community justice work.

5.7.2 Actions























































What we will do	What difference it will make	When we will do it by?	Who will lead on this?
Evaluate options and develop a model of joint working through an integrated children's services team which delivers an 'early help' service to families in Renfrewshire.	Families benefit from universal and targeted interventions which help them overcome challenges and supports children remaining at home, cared for by their parents.	31-Mar-2022	Director of Children's Services
Through Community Justice Renfrewshire further develop the Just Learning employability programme for people with convictions.	By addressing some of the factors which lead to offending behaviour, the rate of re-offending can be reduced. People with convictions can be supported to make positive changes.	31-Mar-2021	Criminal Justice Service Manager
Managing the use of Attainment Challenge, Pupil Equity Fund, and Care-Experienced Fund to maximise the benefits from additional funding.	Additional funding is deployed effectively to support Children's Services in delivering the priorities of the Council.	31-Mar-2021	Head of Curriculum and Quality
Support and challenge staff in more effective use of data to understand children's needs and drive further improvements.	Staff are comfortable using data to support their understanding of local needs and use this to inform service delivery and support improvement.	31-Mar-2021	Head of Curriculum and Quality
Implement and embed a new case management system for Children and Families Social Work.	Information systems are fit for purpose and future proofed ensuring all records are robust and support practice and information sharing.	31-Mar-2021	Head of Childcare and Criminal Justice
Roll out the leadership programme for early learning and childcare heads, deputies and middle leaders, including professional learning and qualification opportunities.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people.	31-Jul-2020	Head of Schools
Contribute to a pilot and learning exercise on national training for Unpaid Work paraprofessionals.	Staff at all levels have the opportunity for personal and professional development which supports the delivery of good quality services.	31 Mar 2021	Criminal Justice Service Manager
Implement a new programme of leadership development within social work.	Staff at all levels have the opportunity for personal and professional development which supports the delivery of good quality services.	31 Mar 2021	Head of Childcare and Criminal Justice

5.7.3 Performance Measures

Code	Performance Indicator	Frequency	Status	Current Value	2019/20 Target	2020/21 Target	2021/22 Target	2022/23 Target
CHS/CORP/01a	% of Stage 1 complaints responded to within timescales agreed with customers	Quarterly	New for 2020/21	New for 2020/21	New for 2020/21	95%	95%	95%

CHS/CORP/01b	% of Stage 2 complaints responded to within timescales agreed with customers	Quarterly	New for 2020/21	New for 2020/21	New for 2020/21	95%	95%	95%
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services	Quarterly		94%	100%	100%	100%	100%
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey	Annual		82.4%	85%	85%	85%	85%

Appendix 1: Local Government Benchmarking Framework Indicators

Code	Performance Indicator	Current Value	Last Update	Short Term Trend	Long Term Trend
CHS/LGB F/01	Percentage of Looked After Children cared for in the community	93%	Q3 2019/20		
CHS/LGB F/02	Gross cost of "Children Looked After" in residential based services per child per week	£3,532.57	2017/18		
CHS/LGB F/03	Gross cost of "Children Looked After" in community placements per child per week	£438.13	2017/18		
CHS/LGB F/04	Cost per pupil for primary schools	£4,753.00	2018/19		
CHS/LGB F/05	Cost per pupil for secondary schools	£6,518.00	2018/19		
CHS/LGB F/06	Cost per pre-school education place	£5,787.00	2018/19		
CHS/LGB F/07	% of pupils gaining 5+ awards at level 5	65%	2018/19		
CHS/LGB F/08	% of pupils gaining 5+ awards at level 6	36%	2018/19		
CHS/LGB F/09	% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5	45%	2018/19		
CHS/LGB F/10	% of pupils living in the 20% most deprived areas gaining 5+ awards at level 6	18%	2018/19		
CHS/LGB F/11	% of adults satisfied with local schools	80%	2016-19		
CHS/LGB F/12	% of pupils entering positive destinations	93.1%	2017/18		
CHS/LGB F/13	Overall average total tariff	911	2018/19		
CHS/LGB F/14	Average total tariff SIMD quintile 1	652	2018/19		
CHS/LGB F/15	Average total tariff SIMD quintile 2	807	2018/19		
CHS/LGB F/16	Average total tariff SIMD quintile 3	968	2018/19		
CHS/LGB F/17	Average total tariff SIMD quintile 4	1,062	2018/19		
CHS/LGB F/18	Average total tariff SIMD quintile 5	1,215	2018/19		
CHS/LGB F/31	% of children meeting developmental milestones	58%	2017/18		
CHS/LGB F/32	% of funded early years provision which is graded good/better	96.9%	2018/19		
CHS/LGB F/33	School attendance (%)	93%	2018/19		
CHS/LGB F/34	School attendance rates (LAC%)	91.3%	2016/17		
CHS/LGB F/35	School exclusion rates per 1,000 pupils	21.7	2016/17		
CHS/LGB F/36	School exclusion rates per 1,000 looked after children	74.36	2016/17		
CHS/LGB F/37	% participation for 16-19 years olds (per 100)	91.7%	2018/19		
CHS/LGB F/38	% of child protection re-registration within 18 months	9.4%	2017/18		
CHS/LGB F/39	% LAC with 1 or more placement in the last year (Aug to July)	16%	2017/18		



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

On: **12 March 2020**

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

Heading: **Publication of Scotland's Independent Care Review findings**

1. Summary

- 1.1. In October 2016, following extensive lobbying by care experienced people and the organisations which advocate for them, Scotland's First Minister announced, an independent, root and branch review of Scotland's care system.
 - 1.2. The independent Care Review began its work in February 2017 and looked at the underpinning legislation, practices, culture and ethos of the Care System. It was agreed that the Care Review would take up to three years to conclude. The Independent care review was published on the 5th February 2020 and makes significant recommendations about the future of Scotland's Care system and the changes required to improve this.
-

2. Recommendations

Elected members are asked to;

- a) note the publication of the reports produced by the Independent Care Review
 - b) note that Children's Services required to further analyse the recommendations to understand what it means for our current practice.
 - c) Note that a further report will be brought back to Board which will update members on implications for policy and practice in Renfrewshire.
-

3. Background

- 3.1. The independent Care Review was established as an independent root and branch review of the care system, covering legislation, practice, culture and ethos. It gathered evidence from a wide range of sources, with the voices of around care experienced people central to the evidence gathering. The findings of the review were published on 5 February 2020.
- 3.2. In addition to listening to care experienced people the care review listened to the paid and unpaid workforce who deliver Children's Social Care in Scotland. In total the review engaged with over 5500 people. Over half of these were children, young people and adults with experience of the "care system"
- 3.3. There are 5 main reports of the care review.
 - **The Promise** (and a **Pinky Promise** for younger readers): tells Scotland what it must do to make sure its most vulnerable children feel loved and experience the childhood they deserve.
 - **The Plan**: explains how this change must happen.
 - **The Money** and **Follow the Money**: explain how Scotland can invest better in its children and families.
 - **The Rules**: demonstrates the legislative framework and how it must change to achieve the promise.
 - **Thank You**: a thank you to those who have contributed to the Care Review.

3.4. Key Findings

- 3.5. The findings are framed around five "foundations" – voice, family, care, people and scaffolding. These refer to the key principles about the child's voice in decision making, the importance of families in caring, the services which form the 'care system, the workforce and the legislative and policy guidance which governs the system.
- 3.6. Central the findings are the recognition that more universal family and parenting support services are needed, and that children and families should always be supported to remain together where it is safe, with targeted and intensive support available to help them overcome challenges.
- 3.7. The review calls for more use of kinship and foster care and greater wraparound support for these carers. It recommends equivalency of payments to both types of carer.
- 3.8. It is proposed that young people should have a right to return to care after the age of 18 where they feel they need additional support.
- 3.9. The review emphasises the importance of values and qualities over qualifications in the workforce and stresses the need for relationship building.

4. Voice and Rights

- 4.1 Central to the findings is the recognition that the voice of the child, and the voice of the family, is not always sufficiently reflected in decision-making. Agencies need to improve the way in which children and families are included in decisions and be able to evidence this. This should include the voice of the siblings, and the report states that there needs to be a greater effort to understand and act upon quieter voices (for example, infants, non-verbal children, children with a learning disability). The voice of workers with the closest relationship to the child need to be heard strongly, regardless of professional hierarchies.
- 4.2 The review calls for a “decluttering” of the legislative landscape and a greater emphasis on promoting the rights of the child.

5. Universal Services

- 5.1 The impact of poverty on family life is highlighted in the findings, which reflect the wider societal issues at play. It refers to evidence that financial assistance can contribute to a reduction in child abuse and neglect.
- 5.2 The review calls for more universal services delivering family and parenting support; this would not only support an early intervention agenda but would de-stigmatise support. It proposes ten principles which should underpin an intensive family support service. It also proposes a universal offer of attachment-based parenting education to sit alongside existing antenatal care, and places for parents of babies and infants to go to access general support as well as meet other parents. It is stressed that the local authority is not necessarily the agency which would provide this.
- 5.3 The review found that schools are not always sufficiently ambitious for pupils in the care system. Given the place of schools within their local communities, it also suggests that schools could be resourced to provide some of the family support being advocated.
- 5.4 There should be more support for care-experienced young people to pursue further and higher education, at whatever age they choose. The review proposes that this should be available without that person incurring significant financial hardship.

6. Children in the care system

- 6.1 The review is clear that the default position for the care of children should always be the family home in circumstances where a child is safe and feels loved. The family should be supported to overcome their difficulties. If children have to be removed from their home, support should still be provided to the family.
- 6.2 Where it is not possible for a child to safely remain in the family home, the emphasis must be on family settings and on siblings remaining together (unless this is not safe). The review calls for the presumption of siblings remaining together needs to be fully implemented and closely monitored. Prior to the launch of the report, work had already begun in Renfrewshire to progress this issue.

- 6.3 The report reflects that kinship care is not always actively pursued and opportunities for care by the wider family are therefore being missed. Work is also underway in Renfrewshire to address this issue. The review recommends that kinship carers are paid at the same rate as foster carers.
- 6.4 The challenges of having enough foster care able to meet a wide range of needs, including offering homes for sibling groups, are considered. Foster care needs to provide a safe and loving environment where fostered children are part of family life in a meaningful way. Decision-making should not be driven by placement availability.
- 6.5 Intensive family support services should not just be available for a birth family. Kinship and foster carers and adoptive parents also need to be able to wraparound support when required and this should mirror the principles of intensive family support set out by the review.
- 6.6 The review recognises that residential and secure care will still be required but calls for many more community alternatives to secure care. It also calls for an end to 16- and 17-year olds being placed in Young Offender Institutions and to young people being automatically transferred from secure to YOIs when they reach their 18th birthday. Secure care needs to be provided as a therapeutic and trauma-informed intervention.
- 6.7 There is evidence that care experienced children are more likely to be criminalised for activity that would be dealt with within the family in a non-care context. The principles that children committing offences need support, care and protection needs to be restated.
- 6.8 The review proposes a right to return to care post 18 if additional support is needed. The importance of greater access to advocacy and legal support for care-experienced young adults is also highlighted.
- 6.9 One of the most challenging recommendations is focused on crisis intervention services; essentially, the review states that these should be phased out as earlier intervention and different models of family support and care are rolled out.

7. Workforce and Culture

- 7.1 Findings relating to the workforce (which for the purposes of this report includes foster carers) focus on the importance of values and relationships, and of workers being supported to be able to continue to care. Within universal services, it recommends all workers who come into contact need to focus on positive relationships and values.
- 7.2 The review points to the language used in relation to the care system as something which can stigmatise, as can the way workers dress (e.g. uniforms or lanyards) or the way in which meetings are conducted and the settings in which these meetings take place. It recommends that carers and workers must act, speak and behave like a family.

8. Other agencies

- 8.1 The report questions whether the current way in which Children's Hearings operate, and whether the practice of having volunteers as panel members needs to be reconsidered. It suggests that panel members need to have sufficient expertise in trauma, child development, neurodiversity and the rights of the child in order to make a balanced decision.
- 8.2 The report also finds that mental health services for children are not sufficient, with a lack of timely and appropriate support available.

9. Local Approaches

- 9.1 Recent service developments in Children's Services align with the approaches set out by the review. The new children's house which opened in 2019 is designed to prevent admissions to secure care by offering intensive support. The service has explored the possibility of a Family Group Decision Making model and has already trained some senior managers in this approach, with further training planned.
- 9.2 The right to continuing care was a cornerstone of social work practice in Renfrewshire prior to changes in legislation which expanded the right to people up to the age of 21.

10. Next Steps

- 10.1 In addition to 'The Promise' which presents the main findings, the review has produced supplementary documents outlining how the findings will be delivered and providing some financial context.
- 10.2 The review will now progress the production of 'The Plan', which will establish models of service and measures of progress over a ten-year period. This includes an expectation that the majority of crisis services will be obsolete by the end of the ten year programme.
- 10.3 The review expects that a new model of service design will generate significant savings for the public sector in Scotland by preventing future costs generated by care-experienced adults who have negative childhood experiences. In the supplementary documents 'The Money' and 'Follow the Money', the costs of care and of system failure are outlined, and an argument made for longer-term thinking and investment.
- 10.4 A programme of legislation is likely to follow; this will be intended to simplify the landscape but is also expected to introduce new duties for corporate parents.

Implications of this report

- 1. **Financial**
Unknown as yet.
- 2. **HR and Organisational Development**
Unknown as yet

3. Community/Council Planning

- | | |
|---|--|
| Building strong, safe and resilient communities | - Providing families and children with support to remain together will ensure our communities are supportive places for children to grow up in. |
| Tackling inequality, ensuring opportunities for all | - Providing families and children with the help they need at the earliest point possible will ensure our communities are inclusive for all. |
| Working together to improve outcomes | - Providing good quality care is central to ensuring that the most vulnerable children and families in Renfrewshire are provided with an opportunity to achieve their potential. |

4. Legal

Unknown at this time, it is likely that legislation will follow.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

(Please select the statement applicable to the recommendations contained within this board report and delete remaining statements)

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

8. Health and Safety

None.

9. Procurement

None.

10. Risk

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

(a) Background Paper 1:) Independent Care Review Summary Document.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Michelle McCargo Children's Services Manager 0141 618 6836

Children's Services

MMcC/KO 28/02/20

Author: John Trainer Head of Service Child Care and Criminal Justice.

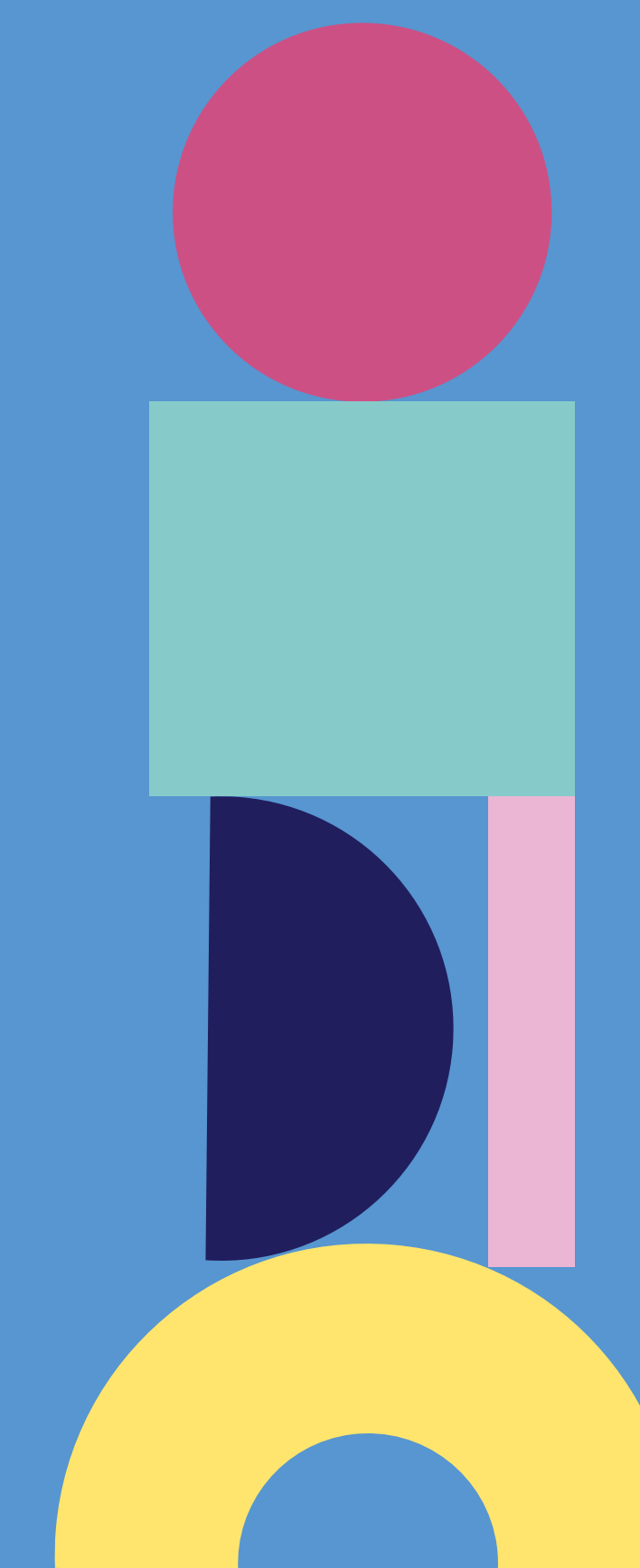
P Everything detailed here, that Scotland must do, is accompanied by important narrative in The Promise. For more detail, please refer to the relevant page numbers in The Promise.





FOUNDATION – FAMILY

P Everything detailed here, that Scotland must do, is accompanied by important narrative in The Promise. For more detail, please refer to the relevant page numbers in The Promise.





FOUNDATION – CARE

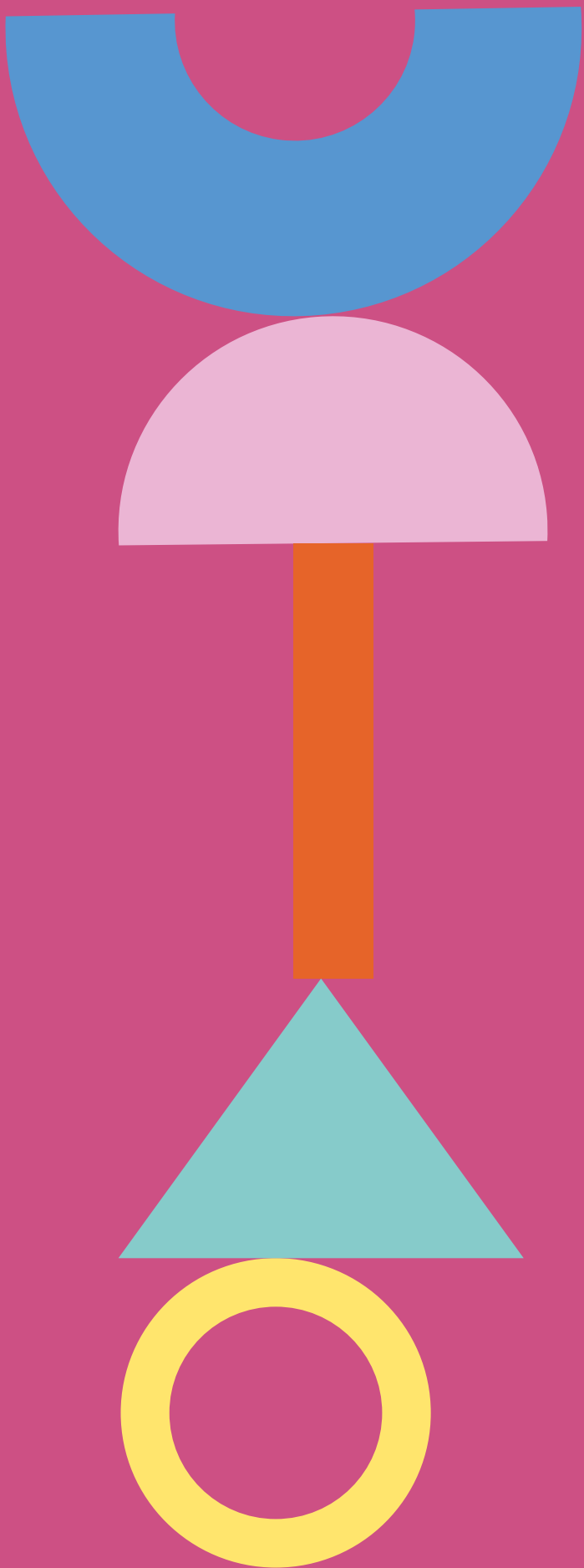
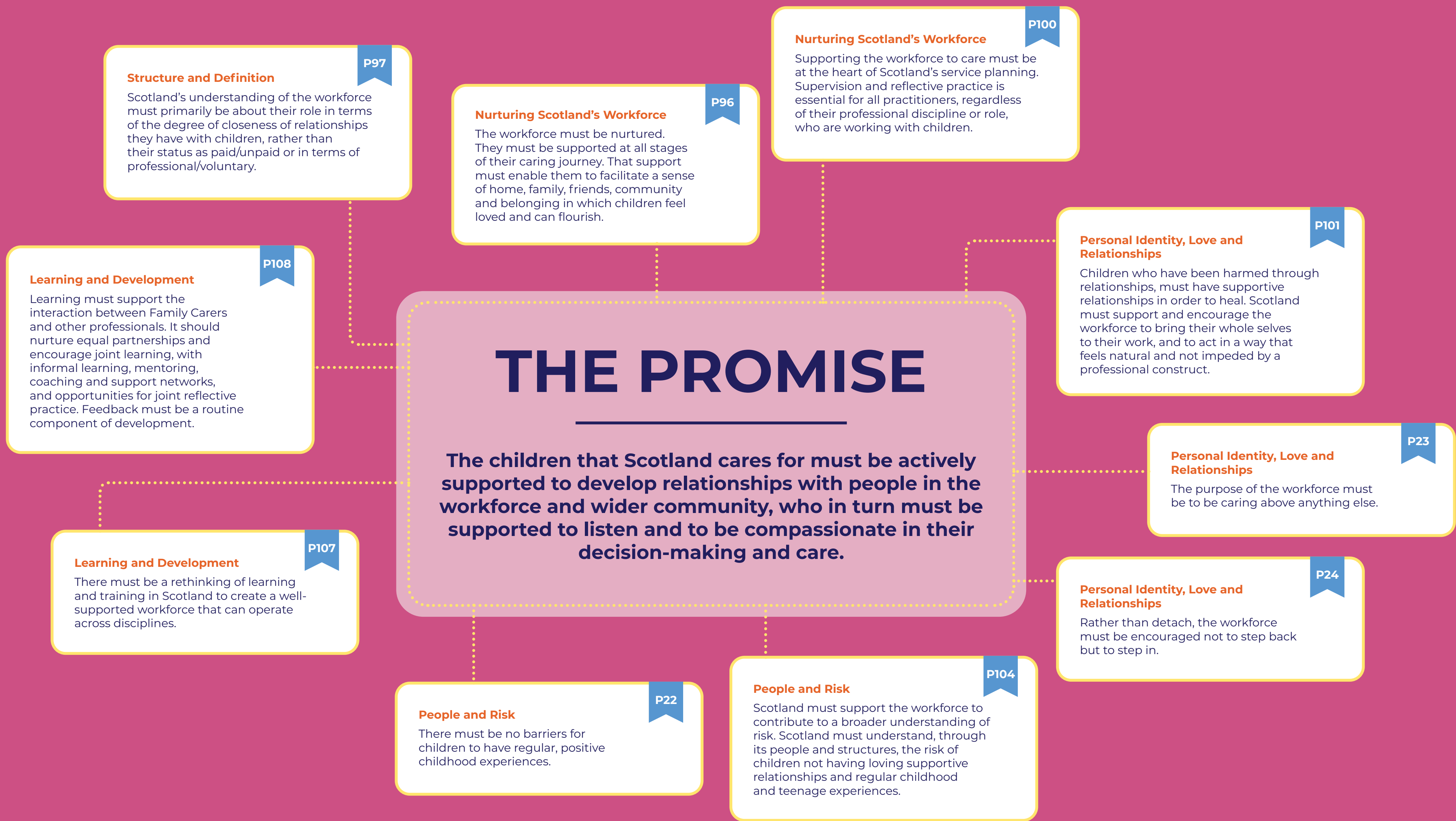
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FOUNDATION – PEOPLE

P Everything detailed here, that Scotland must do, is accompanied by important narrative in The Promise. For more detail, please refer to the relevant page numbers in The Promise.





FOUNDATION – SCAFFOLDING

P Everything detailed here, that Scotland must do, is accompanied by important narrative in The Promise. For more detail, please refer to the relevant page numbers in The Promise.



