

Notice of Meeting and Agenda

Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 29 October 2020	13:00	Teams Meeting,

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 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):

Recording of Meeting

This meeting will be recorded for subsequent broadcast via the Council's internet site. If you have any queries regarding this please contact Committee Services on 07534 058160. To find the recording please follow the link which will be attached to this agenda once the meeting has concluded.

Chair

In Attendance

Recording of Meeting

<https://www.youtube.com/watch?v=LjEuwRTZdpY&feature=youtu.be>

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

1 Revenue and Capital Budget Monitoring Report 5 - 12

Joint Report by Directors of Finance & Resources and Children's Services.

Service Update

2 Service Update 13 - 40

Report by Director of Children's Services.

Education

3 Early Learning and Childcare Entitlement - 1140 41 - 50

Expansion Update

Report by Director of Children's Services.

4 Naming of New Early Learning and Childcare Centres 51 - 54

in Dargavel Village in Bishopton, Kirklandneuk in Renfrew and Lochfield in Paisley

Report by Director of Children's Services.

5 Inspection of St James' Primary School, Renfrew 55 - 60

Report by Director of Children's Services.

6 Inspection of Gryffe High School, Houston 61 - 66

Report by Director of Children's Services.

Performance Planning

7 Education Standards & Quality Report September 2020 and Education Improvement Plan 2020/21 67 - 114

Report by Director of Children's Services.

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| 8 | West Partnership Improvement Collaborative:
Improvement Plan 2020-2023 | 115 - 134 |
| | Report by Director of Children's Services. | |
| 9 | West Partnership Improvement Collaborative:
Evaluation Report 2019-2020 | 135 - 162 |
| | Report by Director of Children's Services. | |



To: Education and Children's Services Policy Board

On: 29 October 2020

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

Heading: Revenue and Capital Budget Monitoring as at 18 September 2020

1. Summary of Financial Position

- 1.1 The projected Revenue outturn at 31 March 2021 for Children's Services is a breakeven position. This position is possible through applying flexibility within specific grant funding as permitted by the Scottish Government in order to address the extraordinary costs incurred in response to the Covid19 pandemic. Without this flexibility, an overspend of £1.848m (0.9%) against the revised budget for the year would be forecast as outlined in the detailed tables following in the remainder of this report.
- 1.2 The projected Capital outturn at 31 March 2021 for Children's Services is an underspend of £0.1m (1%), against the revised budget for the year. This is summarised over the relevant service in the table below and further analysis is provided in the Appendices.
- 1.3 For the financial year 2020/21, the projected outturn position is split into Core (or business as usual) and COVID-19 related variances to help readers understand the impact of the pandemic on service finances.

Table 1: Revenue

Division	Revised Annual Budget £000	Projected Outturn Core £000	Projected Outturn COVID-19 £000	Total Projected Outturn £000	Budget Variance £000	Budget Variance %
Children's Services	£216,611	£216,073	£2,386	£218,459	(£1,848)	(0.9%)

Table 2: Capital

Division	Revised Annual Budget £000	Projected Outturn Core £000	Projected Outturn COVID-19 £000	Total Projected Outturn £000	Budget Variance £000	Budget Variance %
Children's Services	£10,898	£10,798	£0	£10,798	£100	1%

2. Recommendations

Members are requested to:

- 2.1 Note the projected Revenue outturn position for Children's Services detailed in Table 1 above, and further note that the forecast position is based on best estimates and confirmed government support at this point in time. Forecasts are likely to be subject to considerable fluctuation as the full service implications and associated costs of the pandemic become clear. The service will continue to mitigate as far as possible any overspend, and will apply the flexibility within specific grant funding permitted by the Scottish Government in order to achieve a breakeven revenue outturn position.
- 2.2 Note projected Capital outturn position for Children's Services detailed in Table 2 above; and
- 2.3 Note the budget adjustments detailed in sections 4 and 6.

3. Children's Services Revenue

- 3.1. The Revenue Budget Monitoring report at Appendix 1 identifies a projected annual overspend of £1.848m (0.9% of total budget). Detailed division service reports can be found in Appendix 2, along with an explanation of each significant projected variance.
- 3.2. The projected outturn is based on information available and assumptions made by service budget holders as at 18 September 2020. Any changes to these projections will be detailed in future reports to this Board.
- 3.3. The main reasons for the projected outturn position are indicated within the objective analysis at Appendix 2.

4. Revenue Budget Adjustments

- 4.1. Members are requested to note from Appendix 1 that budget adjustments totalling £0.015m have been processed since the budget was approved. These related mainly to:
 - £0.236m for transfers to other services
 - £0.221m funding from Scottish Government mainly for Modern Languages and Pupil Equity Fund

5. Children's Services Capital

- 5.1. The Capital Investment Programme 2020/21 to 2024/25 was approved by the Council on 9th March 2020.

- 5.2. The Capital Monitoring report at Appendix 3 indicates movement in the approved capital programme for Education and Children's Services since the last report of £0.746m. Details are shown in paragraph 6.1 below.
- 5.3. Further detail, including reasons for significant variances, can be found at Appendix 3.

6. Capital Budget Adjustments

- 6.1. Since the last report, budget changes in totalling £0.746m have arisen which reflect the following:

Budget Transfer in 2020-21 (£0.827m):

- Early Years 1,140 Expansion (£0.827m) transfer from Lifecycle Capital Maintenance as a contribution towards Lifecycle work incorporated into the Extension and Refurbishment projects, primarily Kilbarchan Extension and Hollybush Refurbishment.

Budget Increase in 2020-21 (£0.013m):

- Early Years 1,140 Expansion (£0.013m) reflecting a CFCR contribution from Children Services for additional work at Kilbarchan Extension.

Budget carried forward from 2020-21 to 2021-22 (£0.094m).

- Other Schools Investment Programmes (£0.094m) to reflect expected cash flow timings of Bishopton Primary School Refurbishment.

Implications of this report

1. Financial

The projected budget outturn position for Children's Services' Revenue budget is breakeven based on use of flexibilities within specific grant funding as permitted by the Scottish Government. In the absence of these flexibilities an overspend of £1.848m would be projected. Income and expenditure will continue to be monitored closely for the rest of the financial year and steps taken to mitigate any overspend as far as possible.

The projected outturn position for Children's Services' Capital budget is an underspend of £0.1m. The Capital programme will continue to be monitored closely for the rest of the financial year.

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

2. HR and Organisational Development

None directly arising from this report.

3. **Community/Council Planning**
None directly arising from this report.
4. **Legal**
None directly arising from this report.
5. **Property/Assets**
None directly arising from this report.
6. **Information Technology**
None directly arising from this report.
7. **Equality and Human Rights**
The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health and Safety**
None directly arising from this report.
9. **Procurement**
None directly arising from this report.
10. **Risk**
The potential risk that the Council will overspend its approved budgets for the year will be managed at a Council-wide level by the Chief Executive and Directors.
11. **Privacy Impact**
None directly arising from this report.
12. **Cosla Policy Position**
N/a.
13. **Climate Risk**
None directly arising from this report.

List of Background Papers: None

Authors: George McLachlan, Extension 6133
Kevin Festorazzi, Extension 4885

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2020/21
27th June 2020 to 18th September 2020

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Subjective Summary	Approved Annual Budget	Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID-19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Employees	148,570	1,283	149,853	149,531	759	150,290	(437)	(0.3%)	149,428	862
Premises Related	9,204	(6)	9,198	9,368	38	9,406	(208)	(2.3%)	9,380	26
Transport Related	4,473	(2)	4,471	5,101	(125)	4,976	(505)	(11.3%)	5,037	(61)
Supplies and Services	35,394	(630)	34,764	34,837	419	35,256	(492)	(1.4%)	35,739	(483)
Third Party Payments	14,344	(300)	14,044	13,340	1,064	14,404	(360)	(2.6%)	14,572	(168)
Transfer Payments	11,626	929	12,555	12,111	230	12,341	214	1.7%	11,260	1,081
Support Services	182	22	204	214	0	214	(10)	(4.9%)	204	10
Depreciation and Impairment Losses	0	0	0			0	0	0.0%	0	0
GROSS EXPENDITURE	223,793	1,296	225,089	224,502	2,386	226,888	(1,799)	(0.8%)	225,621	1,267
Income	(7,167)	(1,311)	(8,478)	(8,429)	0	(8,429)	(49)	(0.6%)	(6,950)	(1,479)
NET EXPENDITURE	216,626	(15)	216,611	216,073	2,386	218,459	(1,848)	(0.9%)	218,671	(212)

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2020/21
27th June 2020 to 18th September 2020

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Objective Summary	Revised Annual Budget (Previously Reported)	Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID-19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Directorate	639	(34)	605	605	0	605	0	0.0%	639	(34)
Early learning and childcare	35,259	(683)	34,576	31,968	503	32,471	2,105	6.1%	33,432	(961)
Primary	52,919	450	53,369	54,577	721	55,298	(1,929)	(3.6%)	54,588	709
Secondary	73,346	640	73,986	74,459	215	74,674	(688)	(0.9%)	73,995	679
ASN (Special) Schools	6,195	15	6,210	6,485	3	6,488	(278)	(4.5%)	6,472	16
Additional support for learning (ASL)	14,523	323	14,846	15,238	(233)	15,005	(159)	(1.1%)	14,730	275
Psychological services	730	0	730	787	0	787	(57)	(7.8%)	787	0
Education development	1,597	33	1,630	1,630	0	1,630	0	0.0%	1,597	33
Attainment Challenge	0	(776)	(776)	(776)	0	(776)	0	0.0%	0	(776)
Facilities management	582	(3)	579	634	10	644	(65)	(11.2%)	627	17
Child care	30,836	20	30,856	30,466	1,167	31,633	(777)	(2.5%)	31,803	(170)
NET EXPENDITURE	216,626	(15)	216,611	216,073	2,386	218,459	(1,848)	(0.9%)	218,671	(212)

Objective Heading	Key Reasons for Projected Variance
Early Learning and Childcare	Underspend in 1140 expansion programme due to delays in recruiting staff, as a result of Covid19
Primary Schools	Primary Overspend in staffing, due to retention of temporary teachers and provision of childcare hubs during lockdown period, additional property costs and PPE costs.
Secondary Schools	Overspend in staffing, due to retention of temporary teachers, additional property costs and PPE costs.
ASN Schools	Overspend mainly due to staffing costs
Additional Support for Learning	Overspend anticipated in transport costs for remainder of year, partially offset by transport savings from April to June.
Psychological Services	Overspend in staffing costs
Facilities Management	Overspend in staffing costs due to catchment review
Children & Families	Overspend in Residential Schools due to Covid19 related placement costs, Residential Staffing costs and PPE

RENFREWSHIRE COUNCIL
CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES
1st April to 18th September 2020
POLICY BOARD: EDUCATION & CHILDREN'S SERVICES

Project Title	Prior Years Expenditure to 31/03/2020* £000	Current Year 2020-21						Full Programme - All years			
		Approved Budget 2020-21 £000	Budget Adjustments in 2020-21 £000	Revised Budget 2020-21 £000	Projected Outturn 2020-21 £000	Budget Variance (Adverse) or Favourable		Total Approved Budget to 31-Mar-25 £000	Projected Outturn to 31-Mar-25 £000	Budget Variance (Adverse) or Favourable	
EDUCATION & CHILDREN'S SERVICES											
Early Years 1,140 Hours Expansion	2,528	9,175	(349)	8,826	8,826	0	0%	14,517	14,517	0	0%
Primary Schools Estate Programme(SEMP)	41,576	495	565	1,060	1,060	0	0%	42,933	42,859	74	0%
Schools Estate Programme (SEMP 2020)	61	1,317	(1,117)	200	200	0	0%	51,850	51,850	0	0%
Other Schools Investment Programmes	19,793	2,340	(1,928)	412	312	100	24%	22,917	22,817	100	0%
Technology Replacement Strategy ICT	0	400	0	400	400	0	0%	2,000	2,000	0	0%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	63,958	13,727	(2,829)	10,898	10,798	100	1%	134,217	134,043	174	0%

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

Objective Heading	Key Reasons for Projected Variance
Early Years 1,140 Hours Expansion	
Primary Schools Estate Programme(SEMP)	Net underspend a result of underspends on St Fergus and St Pauls projects.
Schools Estate Programme (SEMP 2020)	
Other Schools Investment Programmes	Underspend after expected work at Riverbrae completed during 2020-21
Technology Replacement Strategy ICT	



To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

Heading: Service Update

1. Summary

- 1.1 Following on from the previous Service Update presented to board on 20 August 2020, this report provides a further update to the Education and Children's Services Policy Board on key areas within the Board's remit. It also outlines the priorities through to Spring 2021, highlighting key areas of focus and plans for next steps to support the Council's recovery plans. Whilst developing these plans, the local and national position remains fluid and services will remain flexible and able to respond quickly in relation to changes in restrictions and local outbreaks.
- 1.2 Appended to this report is a performance update to 31 March 2020. Due to the coronavirus pandemic and the pausing of Policy Boards, the annual Service Improvement Plan 'outturn' reports were not presented to board. This appendix covers all performance indicators and actions as outlined in the Service Improvement Plan for 2019/20 and will also be reported to the Communities, Housing and Planning Board as it includes areas within that Board's remit.
- 1.3 Service Improvement Plans for 2020/21 were developed for all Council services and the Children's Services Service Improvement Plan was approved by this Board prior to the lockdown. The majority of the actions and activities did not proceed or were not undertaken in the same way due to Covid-19 and, as outlined below, new Service Improvement Plans are being drafted to be in place for the start of the new financial year.
- 1.4 Work is underway to develop Service Improvement Plans for 2021/22 - these will have a strong focus on recovery and renewal rather than solely

improvement. These will also fully reflect the social, economic and financial recovery plans being progressed.

2. Recommendations

2.1 It is recommended that members of the Education and Children's Services Policy Board:

- note the content of this report; and
 - note the performance information for 2019/20 as appended to this report.
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3. Background

3.1 In the previous Service Update reported to this Board on 20 August 2020, the Council's response to the coronavirus from March 2020 to September 2020 was outlined - our partnership approach, our move to protect and support our employees and communities, particularly vulnerable people across the area.

3.2 Employees across the Council continue to show great commitment and resilience during this time delivering essential services, volunteering to support frontline services and helping others to remain safe at home.

3.3 The service remains acutely aware of the impact on Renfrewshire's communities of the pandemic - of those who have sadly been bereaved, who feel isolated, have concerns about their income, have had their health impacted, have supported their children and young people with home learning or have contended with other challenges made more difficult by the pandemic and consequent restrictions. Across services, and with our partners, the Council continues to support our communities and develop our operational and policy response both now and as we continue to move through the recovery route map.

3.4 Recent weeks have shown the local and national position continues to change rapidly - restrictions have been both relaxed and tightened since the previous report to Board. The situation across Scotland, the UK and globally has shown areas of progress and areas for concern and national policy has flexed to respond to this. While working towards a recovery position and hopeful of the resumption of more services to our communities, the service and the Council remain ready to respond to rapid changes in our local approach.

3.5 Alongside this, new opportunities are emerging, potential funding streams, information and learning is being shared across local government and the service will also continue to respond to this.

3.6 This report gives a broad overview of the key areas which continue to be impacted by the Covid-19 crisis, further areas the service has paused and restarted, the particular areas of focus now and in the near future, and any specific risks and priorities of relevance to this Policy Board.

4. Updates for Education and Children's Services Board

- 4.1 Schools and early years centres returned full-time in mid-August and have remained open. There have been confirmed cases of Covid-19 among pupils or staff in 18 Renfrewshire schools and where required, NHS Test and Protect measures have been put in place. This has usually resulted in a proportion of the school staff and pupil cohort having to self-isolate for a limited period; action is based on specific advice from the NHS given in each case. Schools and early years centres continue to operate rigorous hygiene procedures and risk assessments are regularly updated to reflect the latest guidance. Partnership working with colleagues from Communities, Housing and Planning has been invaluable.
- 4.2 As well as a return to learning, schools and early years centres are placing a particularly strong emphasis on emotional wellbeing and supporting children and young people to manage the impact of both lockdown and the return to school after a prolonged absence. The approach has been developed by the Educational Psychology Service and wellbeing will be a priority throughout the academic session.
- 4.3 Children and Families social work services continued throughout lockdown as noted in the service update to this board in August 2020. The recent re-imposition of restrictions within Renfrewshire and neighbouring authorities has had an impact on the extent to which face-to-face contact can be enabled. Our most vulnerable children and families are still seen regularly by social work staff, and the service has been able to resume facilitated contact between family members. Offices are now open in Paisley and Renfrew. Some key partnership work has been able to restart, including work with Barnardos as part of our 7 year strategic partnership with them. The new Eclipse case management system has gone live and training and support are being delivered to staff remotely and face-to-face.
- 4.4 Criminal Justice Social Work services, although part of Children's Services, are covered by the remit of the Communities, Housing and Planning Policy Board and an update on this area of the service has been provided to that board.
-

5. Key priorities until next Board Cycle

- 5.1 The service priorities remain the maintenance of business as usual as far as possible within whichever restrictions are in place. This means a continuation of full-time education and frontline social work services, with a particular focus on maintaining key public protection processes and supporting our most vulnerable children and families. Children's Services will continue to work in partnership with other council services, and with others in the public and third sectors to ensure vital services can continue. The service will also support the council in its wider recovery and renewal activities.
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Implications of the Report

1. **Financial** – None.
 2. **HR & Organisational Development** – None.
 3. **Community/Council Planning** – Covid-19 will impact on the operations of Council partners and on services to the community. This paper highlights the work being undertaken to mitigate this impact as far as possible and maintain essential services for the safety and wellbeing of the community.
 4. **Legal** – None.
 5. **Property/Assets**- Adjustments have made to physical spaces wherever required to comply with the current relevant guidance. This applies to both indoor and outdoor spaces.
 6. **Information Technology**- Staff have the capability to work from home wherever possible to reduce social contact in line with government and health guidance. Digital learning remains a contingency in the event of restrictions being re-imposed.
 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. However, the service notes the scientific advice in relation to risks to particular groups and communities from Covid-19 and is undertaking individualised risk assessments wherever appropriate.
 8. **Health & Safety** – Advice and guidance is being given to protect the health and safety of employees and service users when carrying out priority services for the Council in line with government and health guidance. Risk assessments are in place throughout the service and are regularly reviewed.
 9. **Procurement** – The ongoing pandemic has and will continue to have a significant impact on existing contractual obligations and on the procurement of future goods and services required by the Council.
 10. **Risk** – The Corporate Risk Management Group are currently reviewing the Council's risk profile in light of the coronavirus pandemic and will report to board in November.
 11. **Privacy Impact** – None.
 12. **CoSLA Policy Position** – None.
 13. **Climate Risk** – None.
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List of Background Papers –Service Update, Paper to Education and Children’s Services Policy Board, August 2020

Author: Lisa Fingland, Service Planning & Policy Development Manager
(Lisa.Fingland@renfrewshire.gov.uk)

CS 2019-2022 Academic Scorecard



PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving		Improving
	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1	Q2	Q3	Q4	2018	2019/20	Current Value	Current Target	Latest Note
					2018/19	2018/19	2018/19	2018/19	2018/19	2019/20			
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4				Not measured for Quarters				96%	n/a	96%	96%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has remained relatively constant over the past 5 years at 96%. The 2018/19 figure is in line with the virtual comparator, at 95%, and the national figure of 94%
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4				Not measured for Quarters				94%	n/a	94%	92.5%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has increased to 94% since the previous year. This is in line with both virtual comparator and national figures. Since 2015, the percentage achieving SCQF level 4 numeracy or above has increased by 5.5 percentage points.
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5				Not measured for Quarters				87%	n/a	87%	82.5%	Attainment of school leavers in literacy at SCQF level 5 or above has marginally decreased since 2017/18. However, Renfrewshire remains

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1	Q2	Q3	Q4	2018	201	Current Value	Current Target	Latest Note
					2018/19	2018/19	2018/19	2018/19	/19	9/20			
					Value	Value	Value	Value	Value	Value			
													in line with the virtual comparator and national figures. Over 5 years, Renfrewshire has increased the percentage of leavers achieving literacy at SCQF Level 5 by 9 percentage points.
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5				Not measured for Quarters				76%	n/a	76%	71.5%	The percentage of school leavers achieving SCQF level 5 or above in numeracy remains in line with previous years in 76%. Renfrewshire remains above the virtual comparator, which in 2018/19 was 73%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 10 percentage points.
CHS/ATT/12	Average Complementary Tariff (S4)				Not measured for Quarters				311	n/a	311	317	The average complementary tariff score amongst S4 pupils in Renfrewshire increased from the previous year, equalling the score from 2016/17. In comparison, Renfrewshire's score was greater than that of the national average (291) and its virtual comparator (296), for the third year in a row.
CHS/ATT/13	Average Complementary Tariff (S5)		n/a	n/a	Not measured for Quarters				546	n/a	546	n/a	The average complementary tariff score amongst S5 pupils in Renfrewshire marginally decreased since 2017/18. However, Renfrewshire's score was greater than that of the national average (521) and its virtual comparator (529), for the third year in succession. Targets were not set for the first two years of this indicator so that an appropriate baseline could be determined. Targets are in place for 2019/20 onward.

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1	Q2	Q3	Q4	201	2019/	Current Value	Current Target	Latest Note
					2018/19	2018/19	2018/19	2018/19	8/19	20			
					Value	Value	Value	Value	Value	Value			
CHS/ATT/07	Percentage gap in average total tariff score of school leavers resident in SIMD 30%				Not measured for Quarters				37%	n/a	37%	34%	The size of the gap between pupils living in most and least deprived areas has improved since 2017/18 but remains in line with previous years. The size of the gap in Renfrewshire is

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	2018/19	2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			
	most deprived and those from the 70% least SIMD deprived Renfrewshire areas.												consistent with national figures.
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)				Not measured for Quarters				280	n/a	280	249	The average total tariff of school leavers that are looked after increased in 2018/19 to 280. Due to the small number of looked after pupils in each leavers cohort there is considerable variation in the average tariff from year to year.
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort				Not measured for Quarters				70%	n/a	70%	67.2%	The percentage gap between the average total tariff between looked after school leavers and the general cohort fell in 2018/19 to 70%. This was due to a rise in the average total tariff of looked after pupils. The number of looked after pupils in each leaver's cohort is small therefore a high degree of variation is expected in these figures year on year.
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)				Not measured for Quarters				12%	n/a	12	10	The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas remains in line with previous years. The size of the gap has reduced since 2015/16 however has remained around 12 percentage points over the last 3 years.
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)				Not measured for Quarters				10%	n/a	10	9	The percentage point gap between the attainment in numeracy of pupils living in the most and least deprived areas is unchanged since 2017/18 and decreased over 4 years. While the overall gap has remained at 10%, both the level of attainment of pupils living in SIMD deciles 1 to 3 and pupils living in SIMD deciles 4 to 10 has risen in the past year.
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				Not measured for Quarters				18%	n/a	18	16	The percentage point gap between the attainment in literacy of pupils entitled to free meals and those not entitled has marginally increased since 2017/18 but remains smaller than previous years.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	2018/19	2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			
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				Not measured for Quarters				14%	n/a	14	15	The percentage point gap between the attainment in numeracy of pupils entitled to free meals and those not entitled has continued to decrease. The reduction in the gap has occurred due to attainment of pupils entitled to free meals increasing at a higher rate than pupils that are not entitled. As such it represents a genuine decrease in the size of the attainment gap.
CHS/SCH/07	% of children attending school (Primary)				Not measured for Quarters				95%	95%	95%	95.5%	The average attendance rate in Renfrewshire primary schools remains in line with previous years at 95% This figure is in line with national attendance rates, which in 2018/19 were 94.5%
CHS/SCH/08	% of children attending school (Secondary)				Not measured for Quarters				90%	90.4%	90.4%	90.3%	The average attendance rate in Renfrewshire secondary schools remains in line with the previous year at 90%. Renfrewshire remains in line with the national attendance rate which in 2018/19 was 90.7%
CHS/SCH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				Not measured for Quarters				93%	94%	94%	92%	The percentage of pupils staying on to 5th year has continued to increase. This year's figure represents a continued positive trend over 3 years. There is no national comparator data for this specific measure, however data from Skills Development Scotland's participation measure indicates that Renfrewshire has considerably more pupils remaining in school to the end of the senior phase than the national average.
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				Not measured for Quarters				69%	74%	74%	67%	The percentage of pupils staying on to 6th year has continued to increase. This year's figure represents a continued positive trend over 3 years. There is no national comparator data for this specific measure, however data from Skills Development Scotland's participation measure indicates that Renfrewshire has considerably more pupils remaining in school to the end of the senior phase than the national average.

CS 2019-2022 Financial Year Scorecard



PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving		Improving
	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	2018 /19	Q1 2019 /20	Q2 2019 /20	Q3 2019 /20	Q4 2019 /20	2019 /20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			
CHS/PD/01	% of School leavers in a positive destination				95%	Not measured for Quarters					95%	95%	This represents a further improvement in performance and Renfrewshire has performed above the national average of 92.9%. Data for 2019/20 will not be available until 2021.

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	2018 /19	Q1 2019 /20	Q2 2019 /20	Q3 2019 /20	Q4 2019 /20	2019 /20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			

Code	Short Name	Status	Short Term Trend	Long Term Trend	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				76%	63%	70%	77%	72%	74%	72%	72%	Performance remained consistent and on or above target throughout 2019/20. Performance against this indicator will be adversely affected during 2020/21 by the service changes necessitated by the Covid-19 pandemic. All target end dates for orders were extended by 12 months to reflect the fact that unpaid work paused during lockdown. This will impact on the capacity of the Unpaid Work Service as they 'catch up' on work placements which didn't take place as well as manage new orders. National estimates suggest that services will operate at 30% capacity in the first stages of recovery so that physical distancing rules can be complied with; however re-establishing and providing this service, given its nature, and within current staffing levels will be challenging.
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				78%	54%	43%	n/a	n/a	n/a	n/a	85%	Figures for Q3, Q4 and year end are subject to data quality work and not yet available.
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				72%	71%	79%	70%	60%	52%	59%	70%	This target remains challenging due to the number of Unpaid Work Level 1 orders (which can be handed down without the need for a social work report) and the number of service users given orders by external courts (which teams are not aware of before sentencing). In both circumstances, the teams are not aware of the new order being made on the day, and are therefore unable to provide appointments there and then. Targets need to be reconsidered in light of this growing trend.
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				73%	73%	62%	66%	67%	67%	67%	75%	Service users will always be given an appointment within the required timescale as soon as the service is aware of the new order being made (as previously stated, this is impacted by cases in external courts or those where no social work report is required). Thereafter, performance is dependent on service user compliance.
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				70%	69%	68%	62%	60%	63%	63%	65%	Service users will always be given an appointment within the required timescale as soon as the service is aware of the new order being made (as previously stated, this is impacted by cases in external courts or those where no social work report is required). Thereafter, performance is dependent on service user compliance.

Code	Short Name	Status	Short Term Trend	Long Term Trend	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			
CHS/CP R/01	Percentage of children registered in this period who have previously been on the Child Protection Register		n/a	n/a	23%	34%	28%	11%	7%	19%	19%	n/a	The percentage of children added to the CPR who have previously been registered is subject to considerable fluctuation as numbers can often be low. The 7% rate in Q4 relates to two children. All re-registrations are reviewed by the Child Protection Adviser to ensure that children are not being deregistered inappropriately and this additional level of scrutiny has not identified any concerns.

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			
CHS/ATT /04	No. of opportunities for young people to achieve through accredited awards				899	433	296	n/a	n/a	n/a	296	282	The opportunities for recognising achievement through accredited and nonaccredited awards come through Youth Services offer, Community based Clubs, Holiday programmes, Youth Voice programme, Young Scot groups and oneoff events and trips and visits. Young people are offered the opportunity to work towards awards including Saltire, Hi5, Youth Achievement Awards, Dynamic Youth Awards, Certificate in Participative Democracy, DofE Awards, and the Community Achievement Awards. Due to school closures as a result of lockdown, figures for the second half of 2019/20 were not collated.
CHS/EY/ 02	% of entitled 2 year olds accessing 600 hours of early learning and childcare				62%	70%	46%	59%	n/a	n/a	59%	60%	Uptake can increase throughout academic year as people become aware their children are eligible. These figures are a snapshot taken on the last day of each quarter. Due to the closure of all schools and nurseries in March 2020, there were no figures to report at year end.
CHS/LGB F/01	Percentage of Looked After Children cared for in				92%	92%	92%	93%	95.2%	95.2%	95.2%	89.9%	The service will always aim to use community based placements where it is appropriate to do so. The service has been reducing the

Code	Short Name	Status	Short Term Trend	Long Term Trend	2018 /19	Q1 2019 /20	Q2 2019 /20	Q3 2019 /20	Q4 2019 /20	2019 /20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value	Value			
	the community												use of residential placements over the long-term but will continue to use them where it is the best option for a child.
CHS/EY/01	% of 3 and 4 year olds accessing 600 hours of early learning and childcare				93%	94%	83%	91%	101%	101%	101%	96.4%	Figures are now exceeding target. The percentage uptake is based on the latest available population estimate (which is a year old) which is why it is possible for the current figure to be over 100%.
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days				87%	86%	62%	78%	85%	85%	85%	100%	Performance is behind target and can be impacted by families not complying with statutory visits or by unexpected staff absence. The target remains for all visits to be undertaken within 15 days.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				81%	81%	81%	81%	86%	86%	86%	83%	The service will always aim to use community based placements where it is appropriate to do so.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				51%	51%	42%	n/a	n/a	n/a	42%	51%	This figure is compiled from a manual data exercise and was not produced for Q3 and Q4. The implementation of a new case management system for social work in August 2020 means that future figures can be generated directly from the system.
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				1%	3%	4%	n/a	n/a	n/a	4%	0%	This figure is compiled from a manual data exercise and was not produced for Q3 and Q4. The implementation of a new case management system for social work in August 2020 means that future figures can be generated directly from the system.
RCPC/01	Number of children on the Child Protection Register at quarter end date		n/a	n/a	91	77	70	80	82	82	82	n/a	This figure is always subject to fluctuation as it is driven by needs. A suite of indicators relating to child protection are reported to Renfrewshire Child Protection Committee every quarter.

Priority Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	2018 /19	Q1 2019 /20	Q2 2019 /20	Q3 2019 /20	Q4 2019 /20	2019 /20	Current Value	Current Target	Latest Note
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					Value	Value	Value	Value	Value	Value			
CHS/CO RP/01	% of complaints responded to within timescales agreed with customers				96%	96%	97%	97%	n/a	n/a	97%	100%	Frontline complaints to schools make up the bulk of Children's Services complaints and are compiled from school-held data a few weeks after the end of each quarter. Due to lockdown, data for Q4 2019/20 was not collated. Due to other priorities in schools, they have not been asked to provide this at the current time.
CHS/CO RP/03	% of FOI requests completed within timescale by Children's Services				96%	88%	99%	93%	95%	94%	94%	100%	Performance of 94% represents 14 late responses out of 228 requests during the year. The service always strives to deliver all FOI requests within the required timescale.
CHS/SC H/04	Percentage of parents satisfied with establishments Education Scotland Survey				85%	Not measured for Quarters			91%	91%	100%	Figures for this indicator are taken from parental responses to surveys sent out by inspectors. As such, they relate to a proportion of parents in a small number of schools. Schools included in 2019/20 are St John Bosco Primary, Riverbrae, East Fulton Primary, Langbank Primary, Heriot Primary Our Lady of Peace Primary and the Mary Russell School, . During 2019/20, 10 parents responding from these 7 schools indicated that they were not satisfied.	
CHS/SC H/05	Percentage of pupils satisfied with establishments Education Scotland Survey				82.4 %	Not measured for Quarters			89%	89%	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors; in this case, it is the proportion responding positively to the statement "I enjoy learning at my school". As such, they relate to a proportion of parents in a small number of schools. Schools included in 2019/20 are St John Bosco Primary, Riverbrae, East Fulton Primary, Langbank Primary, Heriot Primary Our Lady of Peace Primary and the Mary Russell School, This measure does not take into account other statements which cover the broader aspects of school life, such as pastoral care, extracurricular activities, and the relationships between pupils and staff.	

Children's Services SIP 2019-2022 Actions



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

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.01a	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		We continue to deliver very high quality professional learning in partnership with Strathclyde University and Winning Scotland which supports practitioners at all levels.	Head of Curriculum and Quality
	CS.SIP.19.01b	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		Following a review of processes in place across secondary schools, a number of actions were progressed to ensure all young people are supported into positive and sustained destinations. Expectations have been agreed with all schools and partnership working is having a positive impact.	Head of Curriculum and Quality; Head of Schools; Education Manager (Senior Phase)
	CS.SIP.19.01c	Increase the role of arts and creativity in the school curriculum from early years through to the senior phase.	Children and young people benefit from increased participation in cultural activity.	31-Mar-2020		Although the live events programme had to be suspended towards the end of 2019/20, online activities have been put in place. Preparatory work is underway to establish a Creative Learning partnership between council offices, schools and RLL to embed a creative approach to learning and teaching across the curriculum.	Education Manager (Curriculum)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.01d	Continue to develop partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.	A range of programmes delivered through these partnerships enable school leavers to secure a positive post-school destination.	31-Mar-2020		<p>During 2019/20, a range of vocational programmes offered by West College Scotland provided additional opportunities for skills development and joint delivery of some programmes proved successful. There was also a successful pilot of SQA training in early learning and childcare. There was an increase in the number of young people applying for Foundation Apprenticeships.</p> <p>Representation from Children's Services on the Renfrewshire Community Benefits Forum increased awareness of the opportunities available to young people in terms of work experience, mentoring and potential employment post school.</p> <p>Bespoke progression pathways were put in place for identified young people in manufacturing, construction and early learning and childcare, with positive results.</p>	Education Manager (Senior Phase)

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

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.02a	Embed a consistent approach to supporting children and families affected by domestic violence informed by a strength-based model of intervention.	Children experiencing domestic violence are supported to be safe.	31-Mar-2020		<p>The gender based violence strategy group continues to support staff on the front line to identify children affected by domestic violence and offering supports such as the CEDAR approach.</p> <p>All staff in children's social work are using a common language based on a strengths based approach to ensure that children are safe and supported.</p>	Head of Child Care and Criminal Justice

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.02b	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-2020		We are still working to our previous agenda. In addition Renfrewshire is part of the the North Strathclyde Region who has been successful in becoming one of the first areas nationally to pilot and implement the learning from the new Joint Investigative Interview course. Our successful application, 'A Holistic Trauma Approach to Joint Investigative Interview (JII), brings together the North Strathclyde Partnership (East Renfrewshire, Renfrewshire, East Dunbartonshire, Inverclyde, "K" Division and "G" division) and 3rd sector partners, Children 1st in a development based on the European Promise quality standards. We will work to implement any updated policy and guidance emerging from these reviews as it becomes available.	Child Protection Adviser
	CS.SIP.19.02c	Use the Early Action System Change funding to co-design and develop new approaches in 2 areas – the mental health of children and young people, and coercive control in adolescent relationships.	Children and young people benefit from positive support at an early stage, and from clear messages about safe, healthy relationships.	31-Mar-2022		The National Lottery Community Fund are currently reviewing the next stage of the project due to uncertainty around the impact of Right for Renfrewshire on our commitment to shift resources towards early intervention and prevention activities as described in project agreement. Implementation of Phase 2 was delayed by lockdown but progress throughout 2019/20 was as planned.	Quality Assurance and Practice Development Manager
	CS.SIP.19.02d	Extend the whole-school Nurturing Relationships Strategy (RNRA) in schools across Renfrewshire.	All staff in participating schools have an understanding of attachment theory and nurturing practices to help children develop socially and emotionally.	31-Mar-2020		An accreditation scheme was launched in February 2020. RNRA is now embedded in REPS practice.	Principal Educational Psychologist
	CS.SIP.19.02e	Undertake evaluation of family support provision within social work services, and consider	Early intervention supports families to make positive changes which improve	31-Mar-2020		Options were being considered as part of the service redesign work being	Quality Assurance and Practice Development Manager

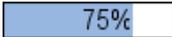
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		options for the provision of Family Group Decision Making.	relationships and may prevent compulsory measures.			undertaken as part of Right for Renfrewshire. The work was progressing well but was paused once Covid-19 restrictions were implemented and activities had to be re-prioritised.	
	CS.SIP.19.02f	We will respond to the planned presumption against short sentences.	Extend the opportunities for people with convictions to engage with community-based services to address their offending behaviour.	31-Mar-2020		The Presumption Against short sentences of 12 months came into force on the 4 July 2019. Supervision and appropriate interventions will be provided to all individuals made subject to community sentences in place of a custodial sentence, within available resource.	Criminal Justice Social Work Service Manager

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

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.03a	Expand the provision of early learning and childcare to 1140 hours.	Children are given the best start and are supported to reach their full potential.	31-Mar-2021		During school session 2018/19 around 600 children accessed 1140 hours of high quality early learning and childcare. Approximately 1,500 1140 places have been approved for this current school session. This is being provided across 31 LA and 31 Provider establishments. The commitment to deliver 1140 by the deadline of August 2020 was on target at the point lockdown measures were introduced. The Scottish Government has extended the deadline to reflect the delays in construction and other necessary work but has not given a specific target date. This action has been marked as complete for 2019/20 due to the strong progress made in that year.	Head of Curriculum and Quality
	CS.SIP.19.03b	Ensure Renfrewshire is a 'Child	All children in Renfrewshire have	31-Mar-		Work is ongoing in the Renfrewshire	Head of Child Care and

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		Friendly' place where children are nurtured and thrive.	the best possible start in life.	2022		Children's Services Partnership to build a common approach based on trauma responsive and trauma reducing behaviours to support children and families. This approach builds on the work being carried out in schools to support children's emotional development and create a nurturing Renfrewshire.	Criminal Justice
	CS.SIP.19.03c	Deliver on the Attainment Challenge workstreams.	All children in Renfrewshire have the best possible start in life.	31-Mar-2020		In May 2019, the Deputy First Minister, visited the authority to recognise the progress made in relation to closing the poverty-related attainment gap. This led to a number of authorities (Perth and Kinross, Scottish Borders and Cumbria) visiting the authority to share learning and practice during this period. As part of the numeracy work, a group of 19 Head Teachers, Class Teachers and Central Team staff participated in the professional learning visits to Stanford University in California. Following this, 172 children participated in an immersive experience of creative and flexible mathematics camps which was hosted over two weeks.	Director of Children's Services
	CS.SIP.19.03d	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-2022		A review of service provision highlights areas for improvement. A development plan is in place with Carers' Centre and work is ongoing to improve provision. Improvements are supported by colleagues in the contract monitoring team. Consideration of new approaches to meet needs of young carers is included in the Right for Renfrewshire programme.	Quality Assurance and Practice Development Manager

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.03e	Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people	Children and young people have increased resilience and are supported in social and emotional development.	31-Mar-2021		<p>A Renfrewshire model for promoting positive mental health in establishments is in development. This includes the NHSGGC Healthy Minds framework for early intervention and aligns with the recommendations from the Mental Health Strategy 2017-27.</p> <p>Actions taken include:</p> <ul style="list-style-type: none"> • The provision of resources and a mental health toolkit in all establishments; • The delivery of courses on preventing self-harm and suicide; • Awareness raising and training on supporting LGBT young people and tackling related bullying • Formal social and emotional literacy programmes being delivered in almost all primary schools; • A pilot of a Cognitive Behavioural Therapy based programme in 7 schools; • The maintaining of counselling services in all secondary schools; • A large scale consultation (in collaboration with Youth Services) with young people to develop a 'Framework for Personal and Social Education in Renfrewshire'. 	Education Manager (Health and Wellbeing)
	CS.SIP.19.03f	Develop processes to support service users affected by the EU Settlement Scheme once the UK withdraws from the European Union.	Vulnerable service users who are EU nationals are supported to retain their right to live, work and access public services in the UK and are not disproportionately affected by the UK's withdrawal from the EU.	31-Mar-2020		<p>Process in place and shared with staff on supporting children affected by the EU Settlement Scheme.</p> <p>EU nationals have been identified and information is being shared with the children and their families by the allocated social worker.</p>	Head of Child Care and Criminal Justice
	CS.SIP.19.03g	Implement a refreshed Parental Engagement Strategy.	Stronger relationships will exist between the school and the home, leading to more	31-Mar-2020		A new Parental Engagement Strategy has been produced and was formally launched in October 2019. It was	

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
			successful learning partnerships.			developed by a working group which included parent representatives. The strategy will be implemented in all Renfrewshire schools. Schools will make more use of digital technologies to engage with parents while Covid restrictions are in place.	
	CS.SIP.19.03h	Support inclusion of vulnerable pupils including those with additional support needs.	Attainment and achievement are increased through access to relevant opportunities and enhanced pathways to success.	31-Mar-2021		<p>Good progress was made with the ASN review throughout 2019/20 and extensive consultation with stakeholders was carried out between January and June 2019.</p> <p>As a consequence of the current crisis, the ASN review was paused. This work has now recommenced and revised timelines for completion are currently being developed and agreed. Communication has been shared with all stakeholders providing an update on the progress being made and how the revised support for children and young people will be implemented over the coming months. In spite of the delay, Renfrewshire schools continue to be inclusive in their work with almost all included in mainstream learning.</p>	Head of Curriculum and Quality; Head of Schools
	CS.SIP.19.03i	Refine processes to support further improvement in performance in relation to home supervision visits.	Opportunities to engage with families at an early stage are maximised.	31-Mar-2020		This indicator is closely monitored by senior managers. Any vacant critical front line posts are fast-tracked through the initial recruitment stages to minimise delays. Performance against this measure can be impacted by a lack of family engagement but processes are in place to ensure that all children are seen.	Children's Services (Social Work) Manager

Priority Strategic Priority 5: Working together to improve outcomes

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.04a	Support and strengthen the professional capacity of staff through leadership and professional development.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people.	31-Mar-2020	<div style="background-color: #4f81bd; color: white; padding: 2px; display: inline-block;">100%</div>	<p>All Depute Head Teachers (DHTs) and early years deposes have now been afforded the opportunity to participate in the Drummond International 'Step Back' Workshops allowing them time and space to reflect on their leadership approaches, develop skills in the co-coaching approach and strengthen relationships with colleagues from across sectors and the authority.</p> <p>One DHT recently completed the PgCert 'Into Headship' at Strathclyde University and six staff will undertake the qualification in the 2019/20 session.</p> <p>The Aspiring Principal Teacher (PT) programme, delivered by promoted staff from across Renfrewshire, has completed for both primary and secondary sectors. Primary evaluations indicated that 93% of participants feel more prepared to take on the role of PT and 100% feel more knowledgeable about effective leadership and what the role involves. Secondary evaluations indicated that 100% of those who responded feel more confident in their knowledge of effective leadership and what the role involves. 86% feel more likely to apply for future PT posts as a result of the training.</p> <p>9 fully funded West Partnership applications for Post Graduate Certificates at Glasgow University have been approved for teachers across both primary, secondary and ASN sectors. Studies commenced in September 2019.</p>	Head of Curriculum and Quality; Head of Schools

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.04b	Implement the service's workforce plan.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people.	31-Mar-2020		Very good progress is being made to address the actions identified in the services workforce plan. A particular focus on leadership development and improving skills of managers ensures individuals recognise their own responsibilities.	Head of Curriculum and Quality; Head of Schools
	CS.SIP.19.04c	Through Community Justice Renfrewshire take forward national and local priorities, including housing for prison leavers, improved mental health and employability for persons 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		All are being progressed as local community justice priorities. Just Learning is continuing to ensure that individuals with conviction have access to employment services that take account of the specific barriers that they face due to convictions; the housing New Start officer attends HMP Low Moss weekly, to ensure that individuals have access to housing post release, and a CORRA funded Addictions Development Worker has been recruited to further develop pathways into addiction for those in the justice service.	Criminal Justice Social Work Service Manager
	CS.SIP.19.04d	Produce a refreshed school estate management plan.	Schools are modern environments with facilities that allow more opportunity for activities and innovative learning and support a more positive experience of learning.	31-Aug-2019		The Education and Children's Services Policy Board approved a proposal to review catchment areas affecting Inchinnan Primary School and Rashielea Primary School in August 2019. The consultation commenced 2 September 2019 and will close 4 November 2019. The conclusion of this review will be presented to the Education and Children's Services Policy Board in March 2020.	Education Manager (Resources)
	CS.SIP.19.04e	Progress opportunities for greater integration and joint working within Children's Services	Outcomes for children and young people are improved by child-centred, joined-up working.	31-Mar-2020		Health and wellbeing has been an area of focus for greater integration across Children's Services in 2019/20. Education and social work colleagues have been involved in a range of projects focused on the mental and emotional wellbeing of our children and young people, and the service has	Director of Children's Services

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>now embarked on a major strategic partnership with Barnardos to further develop this.</p> <p>Work undertaken to support our most vulnerable families, particularly in the early stages of the pandemic and lockdown, demonstrated the value of joint working and ensured that support was provided by the most appropriate staff.</p>	
	CS.SIP.19.04f	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		<p>All workstreams associated with the Attainment Challenge fund are making 'excellent progress' in relation to closing the poverty-related attainment gap. The additional funding and activity related to the Attainment Challenge continues to be proportionately managed across our families of schools.</p> <p>During this period, plans have been further implemented in relation to the care experienced children and young people fund including the establishment of an intensive family support service to support vulnerable children and families. A mentoring support service is now operational with 23 children and young people being referred into the service.</p> <p>Head Teachers continue to monitor implementation of Pupil Equity Fund (PEF) plans as part of ongoing self-evaluation. Education Managers provide external scrutiny as part of our quality improvement framework.</p>	Head of Curriculum and Quality; Head of Schools
	CS.SIP.19.04g	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		<p>There continues to be a high level of engagement with the data analysis workstream across all establishments. Support in this quarter has been focused on secondary staff in PT Data</p>	Director of Children's Services

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>Literacy role. This support has allowed these staff to develop robust evaluations of their work and develop next steps.</p> <p>All schools continue to be supported and challenged through quality improvement visits where data trends are discussed, and next steps identified.</p>	



To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

Heading: Early Learning and Childcare Entitlement - 1140 Expansion Update

1. Summary

- 1.1 The Scottish Government set a transformational agenda for early learning and childcare (ELC) by 2020. The vision was to increase the entitlement to free ELC from 600 hours to 1140 hours per year by August 2020 for all children aged 3 and 4 year and eligible 2 year olds.
 - 1.2 On the 30 March 2020 the Scottish Government announced that due to the COVID-19 pandemic the statutory duty to deliver 1140 hours of ELC by August 2020 had been removed, with no date set for this being reinstated.
 - 1.3 Renfrewshire Council's expansion plan was first approved by the Education and Children's Services Policy Board on 15 March 2018. The 1140 expansion has been phased in Renfrewshire in the lead up to school session 2020 and continues to be implemented where possible during this school session.
 - 1.4 This report provides an update on the current status of the 1140 expansion in Renfrewshire in relation to implementation, workforce and the infrastructure programme. Renfrewshire is continuing to make positive progress in implementing the 1140 expansion.
-

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to:
 - (i) note the current position in implementing the 1140 expansion of ELC, as outlined in section 4.1 of the report; and

- (ii) note the revised timeline for the infrastructure programme, which was delayed due to Covid-19, as detailed in section 4.3 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.
- 3.2 The 1140 expansion 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 ELC is to be underpinned by the following four key principles - quality, accessibility, flexibility and affordability.
- 3.3 Renfrewshire Council's ELC expansion plan was first approved by the Education and Children's Services Policy Board on 15 March 2018. Further papers relating to the expansion were presented to the same policy board in August 2018, January and October 2019 and 12 March 2020. The most recent report noted that the overall assessment of Renfrewshire's progress in expanding ELC provision was positive and in line with the progress being made across Scotland.
- 3.4 Renfrewshire Council is committed to ensuring high quality early learning provision across Renfrewshire. A range of training and development opportunities continues to be provided to support the development of new and existing staff (practitioners and leaders) in Council and funded partner settings.
- 3.5 The planned infrastructure developments to support the expansion included 16 refurbishments, 6 extensions and 4 new builds. Prior to the Covid-19 pandemic 9 of these projects were completed.
- 3.6 The Covid-19 pandemic impacted on the infrastructure programme in Renfrewshire, resulting in a delay to the delivery timeline and shortage of places in some establishments and geographical areas in Renfrewshire, therefore preventing universal allocation of 1140 hours from August 2020.
- 3.7 Early learning and childcare places continue to be offered via a mix of Council and funded partner settings, including childminders, with 69% being delivered within Council establishments and 31% in funded provider services.
- 3.8 Members will recall that the Council's expansion offers parents a range of options for accessing their child's free ELC entitlement across each geographical area. In each area parents will be able to choose from a range of providers and options, including term time and 52 weeks per year, full day and part-time places.
- 3.9 During school session 2019/20 42.5% (1,829) of eligible children received 1140 hours of ELC, with 1095 in the local authority sector and 734 in funded provider settings.
- 3.10 As the legal duty to deliver 1140 hours of ELC by August 2020 was removed by the Government the legal entitlement to ELC for school session 2020/21 remains at 600 hours. Currently there is no date set of when the statutory duty for 1140 will be reinstated.
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4 Progress in Implementing Renfrewshire Council's 1140 Expansion Plan – Session 2020/21

4.1 Implementation

4.1.1 Renfrewshire Council has continued to progress with the implementation of 1140 hours of ELC where there is space to do so, with restrictions limited to establishments / geographical areas that have outstanding building work as part of the infrastructure programme.

4.1.2 Currently the Council has offered ELC places to an increasing number of children with around 88% (3246) of eligible children allocated an 1140 placement. The remaining 12% (441) are in receipt of at least 600 hours of ELC (the statutory entitlement). As the infrastructure programme progresses and work completed more children will be allocated an 1140 hours placement.

4.1.3 The breakdown of the delivery of the 1140 hours of ELC is as follows:

- 80% (1740) in Council establishments; and
- 99% (1506) in funded provider services, including childminders, with the remaining 1% scheduled to be offered 1140 when the planned infrastructure work is completed.

4.1.4 The Council is committed to delivering 1140 hours in all funded provider settings, including childminders, where they have the space and capacity to do so. Funded providers had put in place arrangements in preparation for delivering 1140 hours of ELC from August 2020. To maximise the delivery of 1140 hours from August and to support the sustainability of these settings, the Council is committed to the expanded hours being delivered, despite the delay in the statutory obligation. 31% of the overall ELC places in Renfrewshire are delivered in funded provider settings.

4.1.5 In areas with outstanding infrastructure works establishments have offered an increased number of morning and afternoon places to enable them to deliver more 1140 places.

4.1.6 Members should be aware that not all families are choosing to take up the full 1140 hours of ELC. Some parents are also choosing to have a blended placement for their child, this is where a child is receiving the entitlement across more than one setting.

4.1.7 ELC places are allocated in line with the Council's early years admissions policy to ensure fairness and consistency in the allocation process. The majority of parents usually apply for an ELC place within the area they reside in. Parental preference of establishment is considered by panel members during the allocation process. In terms of prioritising the allocation of 1140 hours the following criteria was applied:

- Children previously allocated 1140 hours during academic session 2019/20 have continued to receive 1140 hours this session;
- Priority allocation was given to children categorised as a priority in line with the admissions policy criteria, with priority 1 and then priority 2 considered at the greatest priority; and
- Criteria priority 3 refers to children entitled to ELC were considered in priority order as follows:
 - (i) Early learning and childcare entitlement for eligible two-year olds;
 - (ii) Early learning and childcare entitlement for 3 to 5 year olds – within this age group allocations were made in the following priority order:

- Children in a deferred year
- Children transferring from English reception class
- Children in their pre-school year residing within the admission panel area
- Children in their ante pre-school year (3 year olds) residing within the admissions panel area
- Children in their pre-school year residing in Renfrewshire from out with the admission panel area
- Children in their ante pre-school year residing in Renfrewshire from out with the admission panel area

Within each of the above categories further priority is given to families in training or employment / in receipt of benefits and their SIMD status. A copy of the admissions policy criteria is attached as appendix 1 to this paper.

4.2 Workforce

- 4.2.1 Securing the required workforce to support the ELC expansion continues to be a key priority for the Council. A number of recruitment exercises, voluntary contractual changes for existing employees and a programme to 'grow our own' staff has enabled the Council to make positive progress towards having the staffing resource in place to support the expansion. Despite a delay in the recruitment process due to the Covid-19 lockdown, the Council has secured around 90% of the required workforce.
- 4.2.2 The approximate number of posts remaining to be filled is 35. The remaining posts will be advertised and filled in line with the completion dates for outstanding infrastructure projects.
- 4.2.3 At this stage the Council has secured all management positions required to support the expansion. These posts had been recruited to prior to lockdown and the subsequent delay in the infrastructure programme.
- 4.2.4 The Council's 'Grow Your Own' workforce development plan is continuing to be progressed, including the recruitment and training of Modern Apprentices (MA) and training of Early Learning Support Workers (ELSW) to achieve the required qualification to work as Early Learning and Childcare Officers (ELCO). The foundation apprenticeship and vocational training route for senior pupils in schools and colleges also continues to be promoted.
- 4.2.5 To date 5 ELSW have achieved the required qualification, with 4 already secured an ELCO position. A further 7 ELSW are expected to qualify in early 2021. In addition, 4 MAs are scheduled to complete their qualification by the end of the year and a further 5 by the Spring break in 2021. These staff will be considered for the remaining vacancies. An additional 10 MAs are at the very early stages of the qualification and a recruitment exercise is currently underway for a further 6 MAs.
- 4.2.6 To support the Council's commitment to ensure high quality ELC provision across Renfrewshire, Children's Services is continuing to ensure professional learning opportunities for staff. Remote and online learning opportunities have been developed and planned for new and existing staff (practitioners and leaders) in Council and funded partner establishments, including:

- a range of professional learning seminars, leadership induction and courses 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.

4.2.7 Children’s Services quality improvement framework and programme of support continues to be provided to Council and funded partner settings to support them to ensure and maintain quality provision.

4.3 Infrastructure

4.3.1 The early years infrastructure expansion programme is expected to create circa 600 additional early years spaces and the COVID-19 lockdown has affected the availability of circa 350 of these spaces.

4.3.2 In March 2020 the infrastructure programme status governance report advised that:

- 9 projects were complete;
- 13 projects were on track for delivery by August 2020; and
- 4 projects were to open in November 2020.

4.3.3 The expectation at that time was that the Council could provide sufficient spaces for all entitled children by August 2020. This was achieved through an interim distribution plan, which was based on admissions data from across all panel areas (as at March 2020).

4.3.4 Further to the COVID-19 lockdown all construction work at all sites ceased as of 23 March 2020 with the 2 principal contractors returning to site at the end of June 2020.

4.3.5 At that time a review of the impact of lockdown restrictions on all project delivery dates was undertaken and a delay of 13 weeks was applied to all projects. Additional time for previously acknowledged delays and time required to remobilise sites varies between 2 and 21 weeks and this is recorded as “programme adjustment” in the table below.

4.3.6 At September 2020 the infrastructure programme status is:

- 11 projects are complete;
- 7 projects are on track for completion by December 2020;
- 5 projects are projected for completion by April 2021; and
- 3 projects are projected for completion by August 2021.

4.3.7 The revised delivery programme for projects affected by COVID-19 restrictions is detailed in the table below:

ELC Class / Centre	Add Spaces	Original Delivery Date	Lockdown	Programme Adjustment	Total Add Weeks	Revised Delivery Date
Houston	20	August 2020	13 weeks	8 weeks	21 weeks	January 2021
Kirklandneuk	56	August 2020	13 weeks	6 weeks	19 weeks	January 2021
Lochfield	48	November 2020	13 weeks	6 weeks	19 weeks	March 2021
Dargavel	40	November 2020	13 weeks	21 weeks	34 weeks	July 2021
Inchinnan	20	August 2020	13 weeks	8 weeks	21 weeks	January 2021

St Margaret's	12	August 2020	13 weeks	2 weeks	15 weeks	November 2020
Kilbarchan	16	August 2020	13 weeks	2 weeks	15 weeks	November 2020
Glendee	4	May 2020	13 weeks	2 weeks	15 weeks	November 2020
Williamsburgh	4	August 2020	13 weeks	2 weeks	15 weeks	November 2020
Glenburn	16	July 2020	13 weeks	11 weeks	24 weeks	December 2020
St Anne's	2	August 2020	No opportunity to build during summer 2020 therefore project delayed 1 year.			August 2021
Gallowhill	0	April 2020	13 weeks	2 weeks	15 weeks	November 2020
Ferguslie	24	August 2020				Complete
Ralston*	0	August 2020	13 weeks	6 weeks	19 weeks	December 2020
Glenfield Satellite (Hollybush)	40	April 2020				Complete
Lochwinnoch	13	November 2020	13 weeks	8 weeks	21 weeks	January 2021
St Catherine's	34	November 2020	No opportunity to build during summer 2020 therefore project delayed 1 year.			August 2021
	349					

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.

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 current Framework for ELC Places with funded providers runs out at the end of this school session therefore a further procurement process will be undertaken during this session for session 2021 onwards. The new Framework arrangements will reflect the Scottish Government procurement guidance for engaging independent providers or third sector in delivering early learning and childcare.

10. Risk

The infrastructure timeline could be subject to change as a result of unknown covid implications.

There is a risk around independent and third sector sustainability due to the impact of Covid-19. Also, in relation to the retention of their workforce; implications of paying the living wage; issues around the sustainable rate for an ELC; and the impact the increased hours of ELC has on the non-funded

hours part of their 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
- (g) Early Learning and Childcare Entitlement - 1140 Expansion Phasing Update, Education and Children's Services Policy Board, 12/3/20

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
23/09/2020

Authors: Kathleen McDonagh, Education Manager, 0141 618 7196, kathleen.mcdonagh@renfrewshire.gov.uk, Ian Thomson, Education Manager, 0141 6187241, ian.thomson@renfreshire.gov.uk

Early Learning and Childcare Admission Policy - Policy Criteria

Priority One – allocate in priority order		
(A)	Any child considered in need of protection	Children on the child protection register or identified through child protection procedures.
(B)	Request for assistance from social work where a child is deemed to be in need	Request for assistance from Social Work where either: The placement would help the child remain within the family environment rather than be looked after by the local authority; The child is currently or has been subject to a statutory order, looked after, under a kinship care order or with a parent appointed guardian; The placement would support the child's return to the family; Children born to parents under 16 years of age or in formal full-time education to allow the parents to return to education.
Priority Two – allocate in priority order		
(A)	Request for assistance from social work or health professionals for children with complex or multiple needs	Children who require substantial direct and continuing intervention from at least one other agency out with education and whose additional support needs are putting the child at an educational and social disadvantage, including children born pre-term below 30 weeks.
(B)	Request for assistance where it has been identified that a high level of family support is required	Children and families who have been identified as requiring substantial support through an integrated assessment, or other multi-agency approaches.
(C)	Request for assistance for children and families experiencing acute stress and/or requiring high levels of support	Children and families experiencing acute stress, and/or requiring high levels of support: - Children of asylum seekers; Refugees; Children living in bed and breakfast, transient or who have a pattern of homelessness; Military families; and Children of parents who have been looked after and accommodated.
(D)	Request for assistance from other professionals for children with less significant additional support needs or where there are concerns about the circumstances of the child, parents or family	Children who require support because of circumstances which are placing the child, parent or family at an educational, social or health disadvantage. This includes children who are adversely affected by the disability of any other person in the family or where there is a high level of support required for English as an additional language. This priority refers to children of parents who have previously been looked after by the local authority and are in employment education or training.

		The professionals who would request assistance within this priority includes to are: education establishments; health agencies; social work services; voluntary sector agencies
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Priority Three - allocate in priority order

(A)	Early learning and childcare entitlement for eligible two-year olds.	Eligible two-year olds whose parents are in receipt of qualifying benefits stated within section 1.10 of the policy guidance.
(B)	Early learning and childcare entitlement for 3 to 5 year olds	(a) Children born in January or February with an entitlement to an additional year or where a deferred year has been approved for children born between September and December.
		(b) Children transferring from English reception class.
		(c) Children in their pre-school year residing in Renfrewshire within the admission panel designated area.
		(d) Children in their ante pre-school year residing in Renfrewshire within the admission panel designated area.
		(e) Children in their pre-school year residing in Renfrewshire from outwith the admission panel designated area.
		(f) Children in their ante pre-school year residing in Renfrewshire from out with the admission panel designated area.

Priority Three - priority is given to children whose parents or carers are: in employment and in receipt of income support, income-based job seekers allowance, working tax credits or universal credit; or in employment, education or training.

Priority Four – allocate in priority order

Children aged 0-3 years residing in Renfrewshire.

Priority Four - priority is given to children whose parents or carers are: in employment and in receipt of income support, income-based job seekers allowance, working tax credits or universal credit; or in employment, education or training.

Priority Five

Children aged 0-5 years residing out with the Renfrewshire area.



To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

Heading: Naming of New Early Learning and Childcare Centres in Dargavel Village in Bishopton, Kirklandneuk in Renfrew and Lochfield in Paisley

1. Summary

- 1.1. The revised procedures for the naming of new schools and early learning and childcare centres was approved by the lifelong learning and work policy board at its meeting on 4 August 2005. These procedures have been used to decide the name of three new early learning and childcare centres being built in the Dargavel Village in Bishopton, Kirklandneuk in Renfrewshire and Lochfield in Paisley.
- 1.2. An online survey was undertaken between 11 March and 5 April 2020 providing parents from the areas noted above to consider the name of the new centres. The names selected for the new early learning and childcare centres are: Dargavel early learning and childcare centre, Kirklandneuk early learning and childcare centre and Lochfield early learning and childcare centre.
-

2. Recommendations

- 2.1. The education and children's services policy board is asked to approve the following names for the new early learning and childcare centres:
- Dargavel Early Learning and Childcare Centre as the name for the new centre in Bishopton,
 - Kirklandneuk Early Learning and Childcare Centre as the name for the new centre in Renfrew, and
 - Lochfield Early Learning and Childcare Centre as the name for the new centre in Paisley.

3. Background

- 3.1 The revised procedures for the naming of new schools and early learning and childcare centres were approved by the lifelong learning and work policy board at its meeting on 4 August 2005. These procedures were used to decide the names for the Renfrewshire Council new early learning and childcare centres being built in the Dargavel Village in Bishopton, Kirklandneuk in Renfrew and Lochfield in Paisley.
- 3.2 The 3 new early learning and childcare centres are being built to support the expansion of early learning and childcare provision.
- 3.3 Parents from the geographical areas of Bishopton, Renfrew and Paisley were invited to take part in an online survey and 'have their say' on the suggested names for each of the new centres.
- 3.4 The survey opened on the 11 March and closed on the 5 April 2020. Ongoing reminders were posted on social media throughout the duration of the survey to invite parents to respond.
- 3.5 Three suggested names were provided for the parents to choose from, the options provided were relevant to the communities in which they are due to be located.
- 3.6 The total number of responses to the survey was 183.
- 3.7 The following table provides the 3 name options for each of the centres and the survey results for each of them:

	Total	Dargavel Early Learning and Childcare Centre	Mosshall Early Learning and Childcare Centre	Woodend Early Learning and Childcare Centre
Bishopton Votes	133	124	2	7

	Total	Lochfield Early Learning and Childcare Centre	Stonefield Early Learning and Childcare Centre	Colinslie Early Learning and Childcare Centre
Paisley Votes	35	24	11	0

	Total	Kirkfield Early Learning and Childcare Centre	Kirklandneuk Early Learning and Childcare Centre	Kirklands Early Learning and Childcare Centre
Renfrew Votes	15	1	12	2

Implications of this report

- 1. Financial**
None.
- 2. HR and Organisational Development**
None.

3. Community/Council Planning

- Our Renfrewshire is fair - Involving parents and other interested parties in the consultation process promotes a sense of ownership within the community.

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.

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) None

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Kathleen McDonagh, Education Manager, 0141 618 7196, kathleen.mcdonagh@renfrewshire.gov.uk

Children's Services
KMCD/SQ
29 September 2020

*Author: Kathleen McDonagh, Education Manager, 0141 618 7196,
Kathleen.mcdonagh@renfrewshire.gov.uk*



To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

Heading: Inspection of St. James' Primary School, Renfrew

1. Summary

- 1.1 St. James' Primary school was inspected by Education Scotland in March 2020 as part of a national sample of education. The letter to parents, published by Education Scotland on 18 August 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 St. James' Primary School the short inspection model was applied. The duration of the inspection was three days. Inspectors assessed the school, with a focus on two quality indicators which were: learning, teaching and assessment; and raising attainment and achievement.
- 1.3 This was a positive inspection which evaluated both quality indicators as 'Good'. The letter to parents identified four key strengths of the school. These were:
- The school's nurturing ethos, reflecting strong Gospel values, which promotes inclusive and supportive relationships across the school.
 - Children who are articulate, well behaved and respectful of each other. They are proud of their school and are keen to learn.

- Effective teamwork led by the headteacher and her senior leadership team. They empower all staff to engage in professional learning and research to improve experiences and outcomes for children.
- The school's approach to developing a culture of reading by providing a range of activities for children and their parents. This includes a well-stocked school library and an environment which is rich in books.

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

- Continue to develop consistently high quality learning and teaching approaches, which encourage children to lead their learning.
- Continue to establish effective planning, tracking and assessment procedures to ensure children are developing skills for learning, life and work.
- Continue to raise attainment in literacy and numeracy for all children.

1.5 Children's Services have an agreed set of procedures for responding to inspection reports. Actions to address the areas for improvement are contained within the school improvement plan. 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 St. James' Primary School.

3. Background

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

3.2 The report includes three 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
MT
14 September 2020

Author: Mairi Thomas, Education Manager tel: 0141 618 3994

18 August 2020

Dear Parent/Carer

In March 2020, a team of inspectors from Education Scotland visited St James' Primary 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 school's nurturing ethos, reflecting strong Gospel values, which promotes inclusive and supportive relationships across the school.
- Children who are articulate, well behaved and respectful of each other. They are proud of their school and are keen to learn.
- Effective teamwork, led by the headteacher and her senior leadership team. They empower all staff to engage in professional learning and research to improve experiences and outcomes for children.
- The school's approach to developing a culture of reading by providing a range of activities for children and their parents. This includes a well-stocked school library and an environment which is rich in books.

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

- Continue to develop consistently high quality learning and teaching approaches, which encourage children to lead their learning.
- Continue to establish effective planning, tracking and assessment procedures to ensure children are developing skills for learning, life and work.
- Continue to raise attainment in literacy and numeracy for all children.

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.

8. Here are Education Scotland's evaluations for St James' Primary 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=4561>.

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.

Lorraine Fisher
HM Inspector



To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

Heading: Inspection of Gryffe High School, Houston

1. Summary

1.1 Gryffe High School was inspected by Education Scotland in February 2020 as part of a national sample of education. The letter to parents, published by Education Scotland on 11 August 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 Gryffe High School the short inspection model was applied, whereby inspection activity took place over 3 days. Inspectors assessed the school, with a focus on two quality indicators which were: learning, teaching and assessment and raising attainment and achievement.

1.3 This was an extremely positive inspection which evaluated learning, teaching and assessment as 'very good' and raising attainment and achievement as 'excellent'. The letter to parents identified four key strengths of the school. These were:

- The strong and highly effective leadership provided by the headteacher, supported by his senior leadership team, has ensured that staff have the highest expectations for what all young people can achieve.
- Highly skilled analysis of progress and attainment data of all young people results in early and highly effective interventions by staff at all levels. These contribute significantly to outstanding levels of attainment and achievement.

- Aspects of outstanding practice in primary to secondary transition that build very effectively on what young people already know.
- Highly motivated, articulate and ambitious young people who have high aspirations. They make important and significant contributions to the school and local community, supported and driven by an effective pupil management group.

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

- Build on existing practice to improving the reliability of assessment evidence from S1 to S3. This should support teachers to provide tasks and activities set at the right level for young people.

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 (detailed within the School Improvement Plan) indicating how they will address the point 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 area for improvement in the Education Scotland report on Gryffe High School.

3. Background

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

3.2 The report includes one recommendation for improvement. This will be addressed through the ongoing work of the school and the school's improvement planning procedures, which include the creation of the annual school improvement plan by the school, 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

JC

10 September 2020

Author: Julie Colquhoun, Education Manager Tel: 0141 618 6009

11 August 2020

Dear Parent/Carer

In February 2020, a team of inspectors from Education Scotland visited Gryffe High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- The strong and highly effective leadership provided by the headteacher, supported by his senior leadership team, has ensured that staff have the highest expectations for what all young people can achieve.
- Highly skilled analysis of progress and attainment data of all young people results in early and highly effective interventions by staff at all levels. These contribute significantly to outstanding levels of attainment and achievement.
- Aspects of outstanding practice in primary to secondary transition that build very effectively on what young people already know.
- Highly motivated, articulate and ambitious young people who have high aspirations. They make important and significant contributions to the school and local community, supported and driven by an effective pupil management group.

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

- Build on existing practice to improving the reliability of assessment evidence from S1 to S3. This should support teachers to provide tasks and activities set at the right level for young people.

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 Gryffe High School

Quality indicators	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	excellent
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=2844>.

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.

Guch Dhillon
 HM Inspector



To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

**Heading: Education Standards & Quality Report September 2020
Education Improvement Plan 2020/21**

1. Summary

- 1.1 In line with the Statutory Guidance: Standards in Scotland etc Act 2000, which covers a series of local authority planning and reporting duties, Renfrewshire's Education Standards & Quality Report (September 2020) and Education Improvement Plan (2020/21) have been developed.
- 1.2 Both the report and plan align to the National Improvement Framework (NIF) for Scottish education. Self-evaluation information, and a wide range of data was used to report on the progress and impact of our improvement priorities during session 2019/20 and to identify our priorities for recovery and improvement for the period 2020/21.
- 1.3 School closures from 23 March 2020 until 26 June 2020, resulted in progress being hindered in some priority areas. However, despite these challenges, significant progress was made prior to lockdown as outlined in the Standards and Quality Report. Some areas for improvement have been carried over to our new Education Improvement Plan to ensure that we build back better.
- 1.4 The Education Improvement Plan contains 4 improvement priorities:
- Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments;
 - Reduce inequalities and deliver improved health and wellbeing outcomes for children;
 - Develop high quality leadership to promote empowerment at all levels; and
 - Improve employability skills and support all of our young people to enter positive and sustained destinations.
-

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to note the content of the Education Standards & Quality Report (September 2020) Appendix 1 and Education Improvement Plan (2020/21) Appendix 2.
-

3. Background

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

Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

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

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

None

*Children's Services
SQ/MT
24 September 2020*

Author: Mairi Thomas, Education Manager, 0141 618 3994, mairi.thomas@renfrewshire.gov.uk



Achieving Equity and
Excellence in Renfrewshire



Renfrewshire
Council



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Our Values

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

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

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

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

Introduction

We are delighted to present to you our annual Standards and Quality report which summarises the progress, successes and achievements of all our staff, children and young people.

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Co-Vid 19 pandemic has been profound, and presented us with unprecedented challenges. The school and early learning and childcare closures in March 2020, resulted in significant changes in working practices and routines. This hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2020 – 21.

However, despite these challenges, significant progress was made prior to lockdown, of which we are very proud. Furthermore, the incredible efforts of staff in providing high quality remote learning experiences during lockdown, are greatly appreciated and speak volumes for their commitment to the children and young people of Renfrewshire. We would also like to take this opportunity to thank parents and carers for all they have done to support their child's learning during this crisis.

Staff commitment across the authority to enhancing their own practice continues to be excellent and the impact can be seen in the classroom and across a range of learning environments. Of particular note, is the willingness and determination of staff to become skilled in the use of a variety of digital platforms, within a very short timeframe, to ensure that children and young people across Renfrewshire could continue to engage in learning remotely.

This session, Education Scotland have once again given their own strong endorsement through a number of very positive school inspections in Renfrewshire.

As an active member of the West Partnership, we have been working collaboratively with our partner local authorities to ensure best practice is shared and collective impact is achieved across a range of educational workstreams.

Looking to the future, we will strive to build back better and ensure that there is no poverty of aspiration, ambition or opportunity for Renfrewshire's children and young people



Councillor Jim Paterson
Convener Education
and Children's Services



Steven Quinn
Director Children's Services

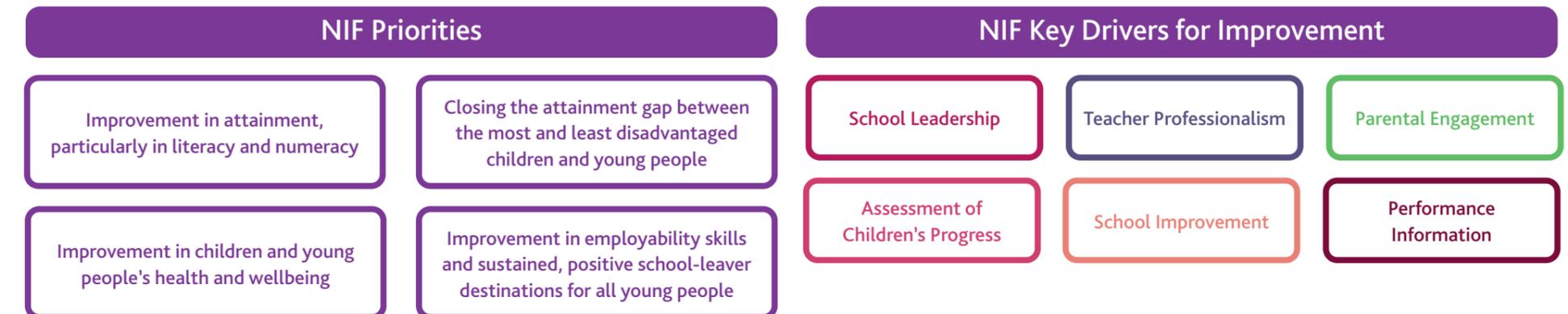
Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.

Our priorities

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



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



Local Context

27,000

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

11 secondary schools

2 schools for children and young people with additional support needs

12 early learning and childcare centres

3,100 full time equivalent staff

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

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

Scottish Index of Multiple Deprivation (SIMD)

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

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

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

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



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

Strengths

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



Education Scotland examples of highly effective practice:

- St Catherine's Primary and Early Years Class—Skills for Life, Learning and Work
- East Fulton Primary and Early Years Class—Learning in Numeracy
- Todholm Primary and Early Years Class—Family Learning

Literacy

Bushes Primary School—Scottish Book Trust Writing Competition Winner

Thomas Service (Primary 7b) won the Scottish Book Trust's '50 Words' Competition, for May 2020, in the age 5–11 category.

'Connecting Quality Across ELCC Renfrewshire'

A successful early learning and childcare event took place on the February 2020 in-service day. Establishments opened their doors to share effective practice and learn about what was working well elsewhere.

West Partnership Maths Conference November 2019

Successful collaboration with other local authorities and sharing of Renfrewshire expertise in 'Creative Approaches to Maths'.



Education Scotland Inspections

All inspections carried out in Renfrewshire establishments last session were positive including Gryffe High who achieved an excellent grading for 'Raising Attainment and Achievement'.

Renfrewshire's Nurturing Relationships Approach (RNRA)

Schools' Accreditation Awards

Jade (level 1)	8
Ruby (level 2)	8
Amethyst (level 3)	2
Gold (level 4)	2

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

An Educational Psychologist completed her RNRA research and was awarded a Doctorate by University of Dundee. This was the first evaluation of its kind in the UK.

National Pupil Empowerment Conference February 2020

Two S6 pupils from Park Mains High successfully represented the school where Depute First Minister John Swinney was in attendance.

Partnership with Stanford University and Winning Scotland

Development of Mathematical Mindset cultures in participating primary and secondary schools. Over 100 primary and secondary teachers have completed Maths Mindset modules—highest participation rate of any local authority in Scotland.

St Anthony's Primary—selected by Winning Scotland Foundation to be presented as a case study and to feature in their promotional video.

General Teaching Council for Scotland (GTCS)

Revalidation of Renfrewshire's Professional Review and Development and Professional Update processes, in February 2020



Scottish Learning Festival

Presentations on Renfrewshire's successful partnerships with Stanford University, Winning Scotland and the impact of Maths Camps for children and young people.

Nominated for General Teaching Council for Scotland Excellence in Professional Learning Award

Renfrewshire's Development Officer Team

LGBT Charter Mark Award

Silver Award—Bridge of Weir Primary

Renfrewshire Schools Pipe Band

Winners of the Scottish Pipe Band Championships in 2019 and achieved second in the fiercely competitive World Championships.

SEL Worldwide Model School Status (PATHS awards)

Three schools achieved this status in recognition of their outstanding commitment to social and emotional learning in their school.

- Bishopton Primary and Early Years Class
- St Margaret's Primary and Early Years Class
- Todholm Primary and Early Years Class



Scottish Education Awards—Finalists 2020

Renfrewshire Youth Services—Children & Young People's Participation

Fordbank Primary—Making a Difference (Primary)

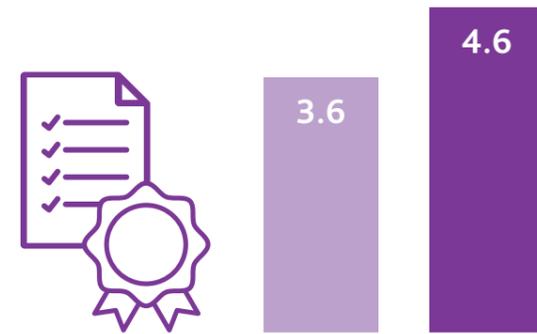
How did Renfrewshire compare against other local authorities' inspection results in 2019/20?

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

Leadership of Change



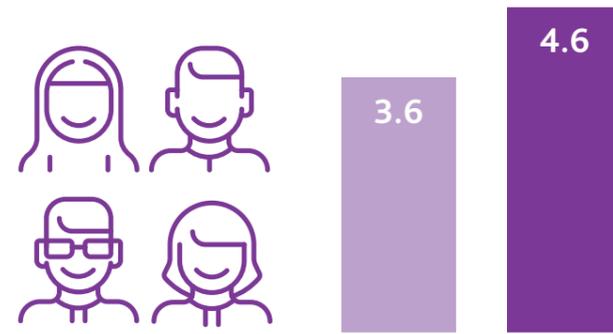
Raising Attainment & Achievement



Learning, Teaching & Assessment



Ensuring Wellbeing, Equality & Inclusion

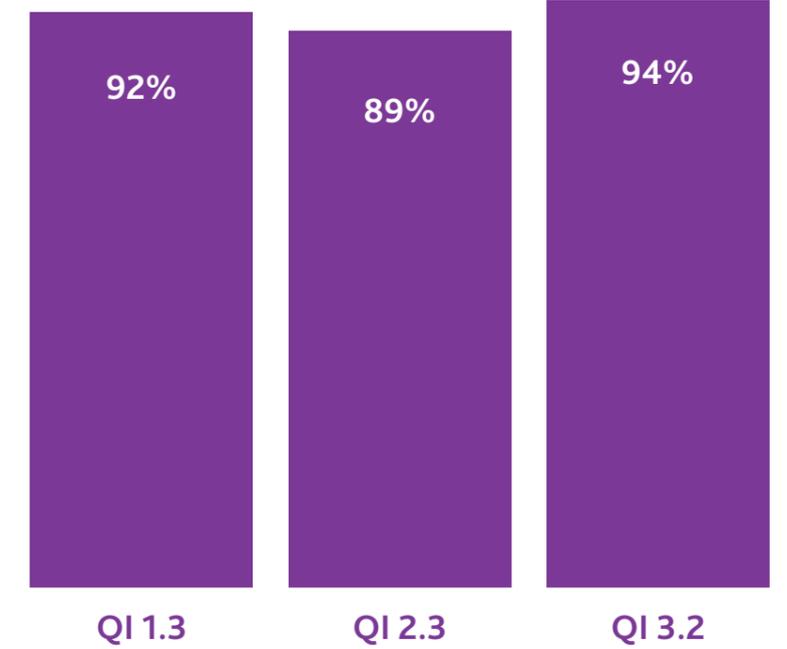


Renfrewshire schools' self-evaluation gradings of the 3 core Quality Indicators as of March 2020

QI 1.3 Leadership of Change

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising Attainment & Achievement



Percentage of schools graded 'Good' or above

Pupil Equity Funding (PEF)

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

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

A PEF working group meets regularly to discuss issues related to staffing, services and goods, and monitors risks associated with the fund. The PEF coordinator also provides support to schools in relation to these matters. PEF is discussed at Attainment Challenge governance board meetings to ensure that the fund is being used to address the lack of equity and achieve the strategic priorities of the NIF. Our procedural and administrative arrangements in relation to PEF are highly effective.

Last session, the Data Team and Attainment Advisor hosted a range of professional learning sessions for Head Teachers focusing on data literacy skills and curriculum rationale development. The sessions have also supported PEF planning, ensuring it is fully embedded within the school improvement planning process.

The attainment gap will almost certainly have widened for some children and young people during lockdown. Therefore, it is vital that PEF is used to focus on the most disadvantaged groups and to provide targeted interventions to minimise

any negative impacts of school closures. Following the national guidance on the relaxation of the Attainment Challenge Fund in response to the Co-Vid 19 pandemic, support will be provided for Head Teachers on how the fund can be used to support recovery planning at school level.

A scoping exercise was conducted to inform a wider evaluation activity. This included a review of school improvement plans (SIPs) in order to identify PEF related activities and approaches across schools. A total of 204 PEF resources/ approaches were identified across the SIPs reviewed and funding was mostly used to support interventions around literacy, numeracy and health and wellbeing. The next stage of the evaluation will build on the scoping exercise to develop school level case studies across the lifespan of the fund, taking into consideration allocation of funds, how they are used in terms of targeted/universal approaches, and the overall impact of these approaches.

Co-Vid 19

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

- provide support for vulnerable children and families;
- provide a safe learning and childcare environment for the children of key workers (hubs);
- provide a platform for the delivery of remote learning (learning packs and digital) for children and young people;
- collate estimated grades for all senior phase children and young people; and
- restore the operation of the education function within children's services after the Co-Vid 19 crisis.

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

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

- a Co-Vid 19 workplace assessment;
- a strategic hazard identification template (HAZID);
- a Co-Vid 19 establishment risk assessment;
- a Business Continuity Plan (BCP);
- Operational Guidance; and
- Guidance Papers—Additional Support Needs (ASN), Curriculum and Learning and Teaching.

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

How well did we do?

How well did we do?

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

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



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

Our highly effective leadership programme continues to build resilience and supports succession planning. The provision of high quality professional learning for current and aspiring leaders ensures that leaders at all levels have the opportunity to gain insight into the demands of the roles and develop a greater knowledge and understanding of formal leadership responsibilities. Participation rates are high; 27 primary and 23 secondary teachers successfully completed the Aspiring Principal Teacher course and 34 staff participated in the cross sectoral Aspiring Depute course.

Newly appointed Head Teachers (HTs) and Depute Head Teachers (DHTs), from across sectors, were given the opportunity to participate in Drummond International Step Back workshops allowing them time and space to reflect on their leadership approaches, develop skills in the co-coaching approach and strengthen relationships with colleagues from across the authority. 16 senior

leaders from across sectors attended the 2 day workshop with Drummond International which supported them to build resilience, perseverance and ability to sustain effective leadership over an extended period of time. It also provided an opportunity to focus on the mental health and wellbeing of our senior leaders so that they, in turn, are best placed to lead effectively in an empowered system.

Facilitated Learning Sets, a process of 'action learning' involving reflection on real challenges in school, were provided for HTs and DHTs from primary schools to further empower them to work in more collegiate and collaborative ways. 3 primary Head Teacher learning sets and 1 Depute Head set were facilitated between September 2019 and early March 2020. Almost all who participated felt that it had supported their own professional development, had encouraged them to learn with, and from their peers, and had allowed them time to focus on strategic leadership within their own schools.

A group of HTs were effectively supported through a 1:1 bespoke coaching programme involving critical reflection on their own practice and engagement with current literature/research to enhance their knowledge and understanding of

leadership and management. They developed an enhanced understanding of coaching & mentoring skills and techniques to further support others in their schools. Almost all evaluations highly rated the approach taken, the facilitator's knowledgeable contribution, and the valuable professional reflection and learning which had taken place. Almost all participants agreed that the programme sufficiently addressed their own professional needs and context of their school.

Where opportunity has allowed, we have begun to collaborate with individual HTs to design and determine the management capacity and structure within their schools, increasing HT empowerment in this area. Where possible, this has allowed greater flexibility and ensured that decisions made, regarding management capacity, suit the needs of the school and local community. Establishment Heads have had full responsibility for the selection and appointment of staff for all permanent vacancies within their schools and early learning and childcare centres, thus ensuring that those appointed accord with the values and ethos of the establishment and so enhance delivery and the experience of children and young people.

Early Learning and Childcare

Within the early learning and childcare (ELC) settings across Renfrewshire there has been a focus on quality learning and teaching opportunities and experiences for all children. Our robust professional learning programme has supported improvement in the quality of learning environments that children can access both indoors and out. The confidence of practitioners in linking theory to practice has benefited the quality of learning and teaching for children.

Our 'Grow Your Own' plan of professional learning has led to enhanced qualifications and specialised training for participating practitioners. Of particular note, the 'Froebel' training, delivered in partnership with Edinburgh University, has provided 60 practitioners with the skills and knowledge to develop the quality of their practice.

Developing the career opportunities for practitioners, has been part of the 1140 strategic plan and has resulted in development centres for each of the promoted posts linked to the early years profession. Consequently, most staff who have gained one of these promoted posts have been a current Renfrewshire Council employee working within the early years sector.

West Partnership Collaboration

Effective collaboration with other local authorities across the West Partnership has resulted in a range of high quality professional learning events for central staff and senior leaders in establishments. 7 schools and 3 Education Managers participated in Collaborative Learning Networks across the West Partnership. This enhanced participant knowledge and understanding in a number of areas: forming initial enquiry questions; appropriate methods for measuring impact; and implementation of a lesson study approach. Participating school staff also developed relationships with schools/departments outwith the local authority and, following a return to school after the Co-Vid 19 pandemic, most are keen to re-establish these working relationships and complete their enquiry. All Education Managers who participated are now better equipped to support the collaborative enquiry process across and within schools.

"Improved my ability to write evaluative comments. I will share these skills with all staff."

Head Teacher



In partnership with the Education Scotland Scrutiny team, 7 Primary HTs participated in a 2-day programme in collaboration with colleagues from Glasgow and East Renfrewshire. 'Improvement through Empowerment: Joint Capacity Building' aimed to share good practice and to develop HTs' skills in effective evaluation practice through learning observations. Participants were paired with a HT from outwith Renfrewshire and were given the opportunity to visit schools to observe learning. All participants agreed that the observations of learning were useful and almost all agreed that overall, the 2-day event was very good or excellent in improving their evaluation skills and in building a useful network beyond Renfrewshire.

“Very enjoyable meeting colleagues from different authorities and creating good links to further improve practice.”

Head Teacher

Supporting young people to develop leadership skills

We continue to provide opportunities for young people to develop leadership skills and increase levels of pupil participation. 162 young people from 7 secondary schools participated in the CANI Leadership programme between October 2019 and February 2020. Most children and young people reported an increase in confidence in general, feeling better about their communication skills, a steady and sustained increase in their hopes and aspirations, an improved understanding of how to deal with conflict, and increased confidence in offering opinions. A majority of children and young people assessed their relationships following the programme to be good or very good from an already strong start and the majority had improved their ability to consider different leadership styles. It is clear from the analysis that the CANI Pupil Leadership programme successfully delivered a positive empowering programme for children and young people across Renfrewshire.

Youth Voice

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

In response to the motion passed by Renfrewshire Council and the national Personal and Social Education (PSE) review, Renfrewshire Youth Voice (RYV), Renfrewshire Attainment Team and Youth Services designed and carried out a consultation exercise with young people in schools across Renfrewshire. Using the Community Learning and Development competencies, and linking the PSE review to the National Youth Work outcomes and indicators, ensured that this remained youth-led. The sessions were co-designed and delivered by young people from RYV and Peer Leaders. A total of 387 children and young people in primary and secondary schools participated in the consultation and shared their experiences and understanding of PSE and what it should look like. These results are informing the development and design of Renfrewshire's PSE Framework.

Next Steps

- Work in partnership with establishments to build an empowered, connected, self-improving system to achieve excellence and equity for all.
- Continue to support those aspiring to formal leadership roles through the delivery of high-quality programmes.
- In partnership with Drummond International, deliver a bespoke programme for senior leaders which supports mental health and wellbeing.
- Provide the opportunity for current Heads to participate in 1:1 bespoke coaching programme .
- Provide facilitated Learning Sets to Deputes from across sectors to further empower them to work in more collegiate and collaborative ways.
- Continue to support our schools to develop the leadership skills of children and young people.
- Pilot a cross-authority Head Teacher Action Learning Set and develop a West Partnership Head Teacher Induction Programme.
- Further empower Head Teachers to design and determine the leadership capacity and structure within their schools. Conduct a review and revision of Devolved School Management (DSM) to promote and progress self-evaluation for empowerment.
- Provide a high-quality leadership induction programme for new ELC Deputes and Seniors to strengthen leadership qualities and support high quality teaching and learning.
- Continue to roll out the leadership programme for ELC Heads, Deputes and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements. Revise and update the ELC 'Grow Your Own' plan.



We have created a collaborative culture where all staff are empowered to fully participate in career long professional learning (CLPL). Approaches to improving literacy, numeracy and health and wellbeing are effective in providing universal, targeted and individual interventions. Our Development Officer team continue to provide very effective professional learning and support to establishments in their areas of expertise; this is reflected in their nomination for General Teaching Council for Scotland 'Excellence in Professional Learning Award'.

Literacy and Numeracy

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

From August 2019 until school closures in March 2020, 40 practitioners, including secondary teachers for the first time, completed Dive into Reading training delivered by the University of Strathclyde to embed and extend the approach and ensure sustainability. A range of new novels have been introduced to provide greater teacher/pupil choice and refresh the approach. Planned CLPL in relation to Dive into Writing and Disciplinary Literacy was also postponed due to Co-Vid 19 but will be provided in session 20/21.

Funding was allocated to all secondaries to support the purchase of modern, engaging texts for S1 and 2 children and young people to support the continuation of the Dive into Reading approach across transition, to avoid repetition and to provide greater challenge.

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

In numeracy, a similar approach is in place based on the 3 Domain model. Evidence based approaches are being implemented to promote attainment and achievement in all 3 domains. Staff from almost all primary and targeted secondary establishments participated in training on either Concrete Pictorial Abstract (CPA) approaches, Stages of Early Arithmetical Learning (SEAL) or Number Talks.

Almost all participants agreed or strongly agreed that the professional learning sessions enhanced their knowledge and understanding to improve their practice. The Development Officer for Numeracy carried out a number of informal school visits, and in all schools there was strong evidence of practitioners putting into practice the methodologies learned at CLPL sessions.

Modelling and Coaching Officers (MCOs) continued to provide very good professional learning and in-class support in targeted schools. They assisted class teachers in planning and delivering high quality experiences in numeracy and mathematics to further extend the reach of the training and support effective implementation of approaches.

“The impact of the modelling and coaching officer shone through, time and time again, at every stage in the school...She is so flexible and knowledgeable and has been able to support staff at all stages of the school. A number of children are now making better than expected progress.”

Head Teacher

34 participants are currently enrolled in the second cohort of the Winning Scotland Mindset Champions course which will resume in the new session. A third cohort, as well as a new course aimed specifically at secondary practitioners, was planned to be launched after the visit from Professor Jo Boaler, Stanford University, but again this has been postponed. Similarly, planned sessions on Algebraic Thinking and Mathematical Task Design will now be carried over to session 20/21.

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

Our school Libraries team continue to provide very good universal and targeted support to schools. All secondary pupils were issued with a library card providing access to school library and public library services, including free online books and study support. 157 targeted attainment library sessions were undertaken in 9 secondaries including English as an Additional Language (EAL) projects, storytelling, public library visits and paired reading activities. 212 young people attended at least one project. 91% of young people stated that they enjoyed the projects with 51% reporting they will read more as a result. 63% of young people felt more confident in reading a book and 59% felt their confidence in reading aloud had increased as a result of the library projects.

Library projects run in collaboration with EAL teachers, were especially well received with an EAL teacher stating that “Bilingual pupils who may once have been isolated now have a wider group of friends and also have widened their knowledge of the local area that they live in. In addition, the project has allowed the bilingual pupils involved to learn more about Scotland.” 46 pupils received targeted support through these sessions.

8 primary schools received targeted support and advice to develop their reading culture and school libraries in 2019/20. Supporting and encouraging pupils' engagement from home with the summer reading challenge has been a priority this academic year. Despite the difficulties of promoting a digital reading challenge, 166 children signed up during June 2020, which was the third highest sign up rate by a local authority in Scotland.



Health and Wellbeing (HWB)

Led by Renfrewshire's Educational Psychology Service (REPS), excellent progress has been made in extending and embedding Renfrewshire's Nurturing Relationships Approach (RNRA) across Renfrewshire establishments. In addition to primary and secondary schools, the approach is now very well established in early learning and childcare classes and partnership centres. Almost all establishments in all sectors are now engaged in RNRA.

An Accreditation framework was introduced and, despite lockdown, a total of 20 establishments have now been accredited. A major evaluation of RNRA was concluded which indicated that RNRA had a positive impact on staff's practice; and a positive effect on the social, emotional and behavioural development of children and young people in the primary and secondary sector. Whole-school training evaluations provide evidence of the positive impact of RNRA training on staff skills and knowledge.



During lockdown, REPS responded quickly and developed a suite of trauma-informed resources based on RNRA ('Nurturing Wellbeing to Build Back Better: A Trauma-Informed Approach') as well as a Co-Vid 19 helpline for families. These were central to the authority's wellbeing support and recovery during lockdown and phased recovery. They have been very well received by establishment staff and families.

Within RNRA, the Compassionate & Connected Classroom Curriculum was disseminated to all establishments and is now available for use in the classroom.

Almost all teachers who deliver Personal and Social Education lessons in 7 targeted secondary and special schools have emerging skills and confidence in using a cognitive behavioural therapy approach to develop emotional literacy and resilience in young people through the life skills programme 'Living Life to the Full' (LLTFF). Feedback from these teachers and from young people involved in the lessons has been largely positive and has allowed schools to work together with REPS to make adaptations to the materials to meet the needs of each context.

Renfrewshire's Inclusive Communication Environments (RICE) framework was successfully launched this session in collaboration with Renfrewshire Speech and Language Therapy (SLT). One Early Learning and Childcare Centre and five primary schools were supported by education and senior leader coaches as our pilot establishments. All establishments chose to develop their physical environment to enhance and promote opportunities for speech, language and communication for all children and young people, for example introducing visuals using Widget Online.

The Promoting Alternative Thinking Strategies (PATHS®) programme continues to be successfully implemented across the authority in 26 settings. A total of 126 teachers were trained and 5780 children engaged with the programme. This year also saw the introduction of the programme into 5 early learning and childcare classes/centres. Despite the challenges faced this year as a result of the closure of schools in March, evaluation data, including case studies, provides evidence that the programme is impacting positively on children's self-regulation, emotional awareness and interpersonal problem-solving skills. Three schools celebrated their excellent achievement

of Worldwide Model School status this year and will be awarded with their plaques in the coming academic year. To date, a total of 104 children have received PATHS® Pals training and are now supporting other children in the playground with PATHS® strategies. 175 parents attended a PATHS® parent information session, across 10 settings, equipping them with skills and strategies to help their child use the strategies at home. As a result of school closures, the PATHS® Team continued to support schools during lockdown by providing online lessons and resources that were shared via social media channels and with teachers directly so that they could incorporate into home learning packs.

"It is the favourite part of the day. As soon as the child enters the playroom in the morning, they are quick to tell you they're the PATHS® kid, they are then presented with the special PATHS® kid of the day lanyard and special red cape."

ELC Practitioner

"One parent commented how it had a great impact at home, the child was stating 'I want to give you a compliment' followed by a lovely compliment for each family member."

Teacher

Effective collaboration between the HWB Development Officer, Attainment Advisor and Renfrewshire Youth Voice, led to an extensive consultation exercise being carried out across primary and secondary schools in relation to Personal and Social Education. Findings have been collated and are being used to inform the development of a 'Framework for Personal and Social Education in Renfrewshire' in collaboration with other local authorities across the West Partnership.

Establishments were provided with a mental health resource and supplementary toolkit to raise awareness of staff, at all levels, of the mental health difficulties children and young people may face and improve staff confidence in providing support. Evaluations received indicated that staff found the presentation effective in raising their

awareness and reported that the information in the toolkit was useful. Our expectation is that this resource is revisited, at least annually, as part of the suite of annual updates for staff.

The Development Officer, in partnership with Choose Life, successfully delivered training to over 100 participants, teaching and support staff, on understanding self-harm and suicide. The training was also tailored for parents and young people from S5/6 in some schools. Post training evaluations indicated that participants had greater understanding of triggers that may cause young people to self-harm or have suicidal thoughts and were more confident about how best to respond.

Seven secondary schools launched the SQA Mental Health and Wellbeing award for targeted young people in S4–6. Professional learning, assessment support resources and moderation activities were arranged to support teachers to deliver the units effectively.

In line with Scottish Government's commitment to LGBTI (lesbian, gay, bisexual, transgender, intersex) Inclusive Education, schools have been supported to build on existing practice through provision of professional learning from LGBT Scotland on tackling homophobic, bi-phobic and transphobic

bullying. Feedback was very positive, with 100% of staff reporting an increased knowledge of LGBTI identities, language and experiences, and confidence to support and include LGBTI young people. Additional support has been provided for the 5 secondary schools and 3 primary schools currently pursuing LGBTI Charter Award. One of the primary schools has achieved the Silver Award and the others are making good progress towards achieving their awards. Collectively, some of the key actions identified included attempting to use more gender-neutral language, become a more visible LGBT ally, be more inclusive with language, not make assumptions, and to challenge inappropriate attitudes.

Establishment staff have been kept abreast of a wide range of local and national HWB resources and services through the HWB blog, monthly newsletters and recently launched Twitter page (@RenEdHWB). Signposting to resources to support the mental and emotional wellbeing of staff and children and young people has been particularly important during lockdown and remote learning. A Renfrewshire 'Skills for Recovery' curricular resource has been developed

to promote clear messages across the authority about how we can support the mental health and wellbeing of children, young people and staff as they transition back to school and adapt to the changes brought about by the Co-Vid 19 pandemic. It provides practical help around dealing with change, understanding and naming our feelings, relationships, bouncing back and signposts to supports within the authority.

Newly Qualified Teachers

Almost all of the professional learning programme for our Newly Qualified Teachers (NQTs) was completed prior to Co-Vid 19 lockdown. The remaining sessions were delivered online, ensuring our NQTs did not miss any valuable learning as they moved forward into the next phase of their teaching career. Almost all NQTs were recommended for full registration when final profiles were submitted in June 2020. All primary NQTs from 2019–20, and the vast majority of secondary, have either been appointed to full time positions through competitive interview or have temporary contracts for session 2020–21. A Development Officer provided high quality professional learning for NQT mentors and provided intensive support for targeted NQTs.

Language Learning in Scotland: A 1+2 Approach

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

Working in partnership with 3 British Council Language Assistants, 5 German assistants and 9 University of the West of Scotland students, supported language learning effectively across the authority providing children and young people with access to a native language speaker and a positive role model for languages.

“Children and young people liked to compare our cultures. I taught them about my culture, but they taught me about theirs too, so this year was mutually beneficial”.

Language Assistant

“They gained a lot in confidence in speaking in French and they were not afraid anymore to make mistakes when I left.”

Language Assistant

Several schools across the authority took part in the new initiative 'Scotlandloveslanguages' week, raising the profile of languages and its importance for learning, life and work. Language coordinator meetings have supported schools in working towards the 1+2 approach by signposting them to national and local updates, progress in 1+2 and effective practice. Two Renfrewshire schools were celebrated for their hard work in promoting languages, appearing in the SCILT (Scottish Centre for Information on Language Teaching) newsletter thus raising Renfrewshire's profile in language learning.

Almost all Renfrewshire schools took the opportunity to access funding for cluster-based initiatives to build capacity in language learning. Many projects focussed on developing senior young people as leaders of learning who, in turn, built relationships with feeder primaries, providing them with varied opportunities to access language and cultural experiences designed to increase engagement and motivation in language learning.

“I really cannot underestimate the success of both of our projects. Primary children benefit from seeing good role models in high school young people who have a real interest in, and aptitude for, Modern Languages. High school young people benefit from taking on this interesting leadership role for which they are accredited with volunteer hours to contribute to their Saltire Awards”.

Language Ambassador



Exploring Pedagogy in Primary 1

In partnership with the University of Strathclyde, 20 schools took part in the final 'Exploring Pedagogy in Primary 1' training programme. Most schools were represented by primary 1 staff at a final showcase event, where they shared their journey with their peers. This concludes the attainment challenge funded training programme, with all schools having had the opportunity to participate and almost all schools implementing the approach to varying degrees within their primary 1 and 2 classes.

The 'Exploring Pedagogy in Primary 1 Project: Renfrewshire Final report' found that as a result of the project, Renfrewshire's children now have access to a wider range of resources and learning opportunities which are more conducive to play and child-initiated learning. Most teachers now engage in more creative activities with children and provide more opportunities for exploration and discovery, resulting in more unique and individual outputs. Teachers are also more likely to allow children to lead their own learning and allow children to have more control over learning environments. The transition between nursery and primary one is also much smoother in many settings.



Next Steps

- In partnership with the University of Strathclyde, Winning Scotland and Stanford University, support establishments, in the recovery period and beyond, through provision of high quality professional learning for staff at all levels, to raise attainment in literacy and numeracy and close identified gaps in pupil attainment.
- Develop a flexible, layered and empowered approach to digital learning that supports the best outcomes for all children and young people.
- Support establishments to use RNRA 'Build Back Better' resources to promote recovery and reconnection following Covid-19.
- Continue with ongoing development of RNRA; refining the model of implementation; refining a 'training for trainers' model; and implementing 'RNRA for Parents' group work.
- Support the use of 'Skills for Recovery' programme to support the mental and emotional wellbeing of children, young people and staff.

- Continue to develop Non-violent Resistance (NVR) approaches to support children & families.
- Provide high quality professional learning and resources, to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing. This includes areas that can impact on mental health e.g. LGBTI, substance misuse, relationships, sexual health, understanding self-harm and suicide.
- Support schools to develop the emotional literacy of children and young people across all sectors through high quality professional learning and evidence-based resources and approaches. Roll out LLTTF emotional literacy programme to remaining secondary schools; extend the reach of Mentors in Violence Prevention (MVP) programme to additional secondary schools; and implement the PATHS programme in additional schools and early learning and childcare classes.

- Finalise Renfrewshire's PSE Framework in collaboration with young people, staff and the West Partnership.
- Continue to provide a package of high-quality professional learning and support for our Newly Qualified Teachers.
- Continue to provide high quality professional learning to support teacher confidence in teaching additional languages.
- In partnership with University of Strathclyde and building on previous work 'Exploring Pedagogy in primary 1', deliver a training programme to primary 3 staff on development of play within the early years.
- Support targeted groups of children and young people to improve digital literacy and information literacy skills via the school libraries attainment team.

A multi-agency Parental Engagement strategy group was established to develop Renfrewshire's Parental Engagement Strategy 'Walking Together with Parents in Renfrewshire'. This strategy was successfully launched in October 2019 along with a Parental Engagement evaluation toolkit which was designed to support educational establishments in planning around Parental Engagement.

Following the launch, a multi-agency Parental Engagement Professional Learning working group and framework for Professional learning was established to further support the successful implementation of the strategy. Qualitative data gathered at the Parental Engagement launch event demonstrated positive attitudes about the strategy itself and an appetite for further training. There was particular interest in the provision of training to support the use of the evaluation toolkit and the development of an online hub resource as an additional source of information.

Our Pizza Family Learning continues to impact positively on children and families across targeted primary schools. Families who have engaged in Pizza Family Learning continue to tell us that they feel more confident, happy to engage in their child's school community and that they feel

more able to support their children in reading and numeracy. School staff have also indicated that parents and families appear more confident at engaging and participating in school activities and that the project has had a very positive impact and influence on children's ability to believe they can do well in school.

The Family Learning Team responded very quickly to lockdown recognising that many of our families were placed in even more difficult and vulnerable positions. The team has a strong empathic approach to their work, and with the trusting relationships they have with families and staff already in place, they were in a unique position to help support families through this crisis. They communicated regularly with the families to respond to their complex and changing needs.

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

The Parents in Partnership (PIP) programme continues to encourage active collaboration between home and school and increase the capacity of parents to support their child's learning at home. Over 150 families engaged with PIP programmes across 11 Renfrewshire Secondary schools in session 2019/20. The impact of the programme on young people's attendance is monitored and tracked across S1-3; in S2, attendance has been maintained or improved by most young people and in S3, attendance has been maintained or improved by almost all young people.

"For us as a family the PIP programme made the transition between schools a lot easier than we anticipated. Our daughter had started to become apprehensive about going to High School in the January before she was due to go in the August. Having the PIP programme allayed a lot of the fears both she and we had, and I believe built her confidence."

Parent

"It has been a pleasure to be part of the PIP group. All the members of this team made me feel very welcome and valued as a parent. During meetings my ideas and opinions are always valued within our discussions. I also feel that the activities we do with the young people is a great way to either introduce new opportunities or to spend quality time with parents and staff"

Parent

A small group of parent volunteers ('Just Parents' Group) were recruited and trained to support the PIP programme. The group supported their cluster schools with 2019/20 transition PIP programmes and were invited to join Renfrewshire's Professional Learning for Parental Engagement planning group. Parent Ambassadors presented at the Scottish Learning Festival where they shared their experiences of the role.

"It provides parents with a sense of belonging, we got so much from the programme (PIP) that we felt we wanted to give back"

Parent Ambassador

Inclusion Support Assistants (ISAs) support over 120 vulnerable young people (S1-3) and their families across 9 secondary schools. Support is targeted at young people who are struggling with attendance, exclusion or experience difficult home circumstances. They skilfully develop trust and positive relationships with parents/carers. In most cases, ISAs succeeded in engaging positively with parent/carers, maintaining or improving the attendance of young people and increasing their overall wellbeing scores. Parents/carers are extremely appreciative of the work which ISAs do and report improvements in children and young people's engagement with their family and with their school. Both Home Link staff and ISAs contributed very positively to the support of families during school closures.

They made home visits, carried out regular online/telephone check-ins, supported young people to access online learning and provided practical support e.g. distribution of food parcels, IT hardware and stationery packs. Many also worked in our hub schools supporting the children of key workers.

Over the last 12 months, the Language Bank has been utilised 127 times across different establishments in Renfrewshire. This total consists of 88 face to face interpreter support and 20 written translations of documents. Most recently, during the pandemic, interpreters ably assisted establishments to support families over the phone with weekly welfare check in telephone calls and in the provision of key information in accessible formats.

Parent Council Chairs from across Renfrewshire are regularly briefed and consulted on progress in taking forward improvement priorities by Children's Services' Directorate. During school closures, the Director of Children's Services continued to meet virtually with Parent Council Chairs in addition to using social media channels to provide regular communication to parents/carers through video messages, letters and responses to parental questions.

Parental Engagement



A range of helpful documents were developed to provide information and advice for parents/carers, during school closures, on a range of different topics, including remote learning, health and safety and Term 1 expectations.

A survey of parents/carers was conducted in June 2020 to explore their experiences of home learning and access to digital technology. Over 5000 parents/carers of children age 4–17 across all education sectors in Renfrewshire completed the online survey. The results have been collated into a report which evidences some of the key barriers and challenges faced by parents and schools as well as highlighting examples of good practice during the extended period of school closures. The main messages are being fed back to schools and will be used to inform and influence school priorities for improvement, our digital learning strategy, any future period of school closure, and blended learning models.



Next Steps

- Implement a revised Parental Engagement Professional Learning framework.
- Explore how we use digital platforms to widen access and increase parental participation building on the success of engagement during lockdown.
- Develop Parental Engagement Online Hub resources for staff and parents.
- Continue to provide central support to extend and embed a collaborative targeted PIP programme.
- Expand the parent/carer Ambassador group 'Just Parents'.
- Support schools to develop and deliver a targeted transition programme for key parent/carer target groups.
- Extend the scope and reach of the Pizza Family Learning Programme in targeted primary schools.
- Use Parent Survey responses to inform the digital learning strategy and blended learning guidance.



Assessment of Children's Progress

Assessment and Moderation

All teachers continue to develop confidence in making effective judgements about children's progress. Very good moderation activities are being provided at establishment, cluster, and West Partnership level. High quality professional learning activities have supported a variety of aspects of planning for assessment. Post-training, all participants demonstrated an increase in confidence and understanding to inform and improve approaches to learning, teaching and assessment.

'It has given me a clearer understanding of what to consider when planning high quality assessment'

Teacher

Assessment leads were provided with a suite of resources to support moderation processes in their schools. Building on this Renfrewshire approach, and supported by Quality Assurance Moderation Support Officers (QAMSOS) and Assessment leads, there has been an increase in quality school and cluster moderation. Our 18/19 achievement of a level (ACEL) data also suggests

a trend towards more consistent professional judgements both within and across schools. Many schools also continue to share standards beyond Renfrewshire, taking part in activities across the West Partnership and at National level, with 11 new QAMSOS furthering their understanding of moderation and assessment. 24 participants were involved in the West Partnership moderation but were unfortunately unable to complete the professional dialogue element, due to school closures. Depute Heads from 5 secondary schools across Renfrewshire also took part in the West Partnership Leadership of Moderation training until school closures.

'It was useful to find out how the Es and Os are created and how to use this to bundle appropriately'

Teacher

67 early years practitioners participated in a series of professional learning activities to develop understanding of the moderation process. Following the training, almost all participants reported a good understanding of moderation which helped to inform their learning, teaching and assessment approaches.

"Being able to share ideas has made me look at how I can make learning more meaningful"

Early Years Practitioner

22 middle leaders from 3 secondary schools completed extended training in moderation and assessment. Almost all participants reported a good understanding of the moderation process. Planning across the whole school and professional discussions between departments in different schools, will be resumed in session 20/21.

'I enjoyed the moderation sessions, and this helped my understanding of the process and why it is valuable for our school'

'I found it useful to understand the difference between moderation and verification'

'It was useful to have time to think about areas of the BGE needing improvement'

Secondary Teachers

Transition Support

We continue to support establishments to narrow the gap for disadvantaged groups and give support to targeted children, young people and families at key transitions. Transition teachers continued to work successfully across primary and secondary schools to support curricular transitions for targeted children and young people.

'The experience and knowledge of the transition teacher was able to bridge the gap between the learning in primary and that in secondary.'

Primary Teacher

214 children were targeted for transition support from Primary 7 to S1. Pre and post evaluations demonstrated that there was a large increase in both the number of children showing high levels of involvement and in the number of children with applied learning in literacy and numeracy. Staff evaluations indicated that most respondents agreed that transition teacher support increased target children's confidence and engagement in learning; helped them to move forward with

their learning before secondary and during the first few months at secondary; and built positive relationships with parents. Furthermore, almost all respondents agreed that the transition teacher supported changes to transition practice and ethos, supported better curricular alignment and supported young people to build on prior learning.

Early Level Transition leads are supporting targeted nurseries and schools to improve collaborative planning and smooth transition from Early Years to Primary 1. Evaluations show that of the 79 children targeted for support, in both 'wellbeing' and 'involvement' Leuven Scales, there was an increase in the number of children in the 'high' category. Early data shows a positive movement in the literacy and numeracy attainment of target children from 'awareness' to 'understanding', with the largest increase being seen in numeracy. All early years respondents agreed that the transition officer support helped children to engage more confidently in learning and attain in literacy and numeracy. All primary respondents agreed that transition officer support helped children to settle more quickly into their learning, become more confident and engaged and to attain in literacy and numeracy.

Assessment of Children's Progress

'The coffee and cake sessions have supported a tremendous engagement with improving maths pedagogy across the cluster.'

Secondary Teacher

The early level transition team very successfully implemented a Reading Aloud project, as part of the wider transition work, in partnership with the school libraries attainment team. This project had a range of outcomes: improved reading for enjoyment among pre school children improved cross sector collaboration ensuring that familiar books were available in P1 to help children settle; increased consideration given to children's interests when choosing books for libraries; and building reading confidence among P6 children just about to move into their own transition year.



Counselling services

Lifelink continued to provide valuable counselling services for young people across all of our secondary schools and 1 ASN school. Since July 2019, Lifelink received 603 referrals for counselling. Almost all young people who received counselling support reported that they felt included and understood whilst working towards their goals in counselling. Post-counselling, most young people felt better equipped to deal with similar situations/difficulties in the future.

'I felt that I could say things without having to worry about being judged'

'It felt good to discuss things and get things off my chest'

'I felt able to talk about things and learned about different types of anxiety to help me deal with things in the future'

Pupils



'Since coming to Place2Be I have had the support I needed to help me be a happier person generally and cope better in situations that I found difficult before'

Pupil

In addition, Place2Be continue to provide very good school-based counselling services in 7 primaries and 1 secondary school. Since August 2019, Place2Be have provided 680 drop-in sessions, 313 one-to-one intensive counselling, 223 sessions for parents and 240 consultation sessions for staff. These services are supporting improvements in the emotional wellbeing of children, young people, staff and families. Furthermore, Place2Be provided highly evaluated professional learning and consultation sessions on 'Creating a mentally healthy school' for senior leaders and class teachers in targeted primary and secondary schools.

Both Place2Be and Lifelink quickly adapted their services to respond to the Co-Vid 19 pandemic providing telephone and online consultations and supports for children, young people and parents as well as resources and training for school staff.

A new Counselling service, Therapeutic Counselling Services (TCS) has now replaced Lifelink to support all children and young people aged 10 and over in Renfrewshire.

'I see him taking more responsibility for himself at home: less tantrums, better behaved'

Parent

'I have really benefitted from opening up to someone who isn't family'

Parent

Supporting Inclusion of vulnerable Children and Young People

A range of Additional Support Needs (ASN) practice improvements were implemented during session 2019-20 in line with the principles of inclusion, social justice and school empowerment. Improving the allocation of central ASN resources to establishments reflects best practice and ensures greater equity and transparency. This was achieved through review of the Education Support and Resource Group (ESRG) protocol taking account of the rollout of Locality Inclusion

& Support Networks (LISN). A process was developed for responding to ASN placing requests and a new policy developed for ASN transport.

The ASN review completed an extensive period of engagement with staff, parents and children and young people. Proposals for a locality model had reached an advanced stage when the review was put on hold due to Co-Vid 19. This has now been resumed to incorporate recommendations from the national Additional Support for Learning (ASL) review.

The Home Link service delivered a wide range of supports and interventions across education establishments, including: extensive home visiting; parenting support programmes; group work for children and young people on trauma informed approaches; social skills and friendship groups; and the Seasons for Growth programme was further developed through the Branching Out social enterprise approach.

Excellent progress has been made in the roll-out of Locality Inclusion & Support Networks (LISN) in all Renfrewshire establishments. LISN is a peer support framework where leaders from different schools take a solution oriented approach to addressing the social, emotional and behavioural

needs of identified children and young people. These are now established on a cluster basis for all establishments and the plan is to continue via virtual meetings during Co-Vid 19 recovery. Prior to full implementation, a pilot was undertaken in two clusters. An evaluation of the initiative was very positive showing that the approach had a very good impact on the ability of school teams to support and promote inclusion.

'LISN is very effective—helps us intervene early and empowers staff'

Head Teacher

The Physical Intervention policy has been incorporated into a refresh of the authority policy on promoting positive relationships, in line with revised national guidance due during session 2019-20. Extensive consultation with schools and unions led to further revision to policy which led to it becoming more trauma informed and taking into account recommendations from the Children's Commissioner's investigation into physical intervention in schools.

During schools closures, robust guidance was developed to ensure that vulnerable children and young people were safe and supported. To assist schools and early learning and childcare centres with recovery planning, needs assessment guidance and advice was developed. New Seasons for Growth resources, and related training, were provided to assist staff to support children and young people with loss and change experienced as a result Co-Vid 19.

Care Experienced Children and Young People

A wide range of supports have been established and implemented for care experienced children and young people across Renfrewshire. In addition to interventions put in place by the Inclusion Team through the ESRG process, 66 care experienced young people (either looked after at home or in kinship care) are now in receipt of intensive support from the 'Support to Promote Attendance/Attainment for the Care Experienced' (SPACE) Team which has benefits both for the young person involved and their wider family unit.

"You have done so much for myself, our family, and I'm sure every family that you deal with."

Family Member

Our Aberlour Attain mentoring service, is providing bespoke mentoring support to help raise attainment and improve the life chances of 55 children and young people. Mentors have facilitated some very good interactions with children and young people, for example, book clubs, fun research projects, gardening and cultivating vegetables, art and music sessions, mindfulness colouring and homework help. Support continued during lockdown: as well as regular check-ins, all children received activity packs that could be undertaken with their mentor on the phone or by video call.

All stakeholders supporting care experienced children and young people have used a range of innovative approaches to ensure continued engagement throughout the Co-Vid 19 lockdown period, impacting positively on the wellbeing of the young people and their families. Access to suitable ICT equipment has been provided as required to enable engagement with online

learning and any other virtual support being offered from organisations.

Planning is underway to establish and pilot a 'Virtual School' approach towards supporting care experienced children and young people. This will enable effective tracking and monitoring of the attainment and wellbeing of care experienced young people and coordination of supports from across Children's Services and beyond to ensure early intervention to remove barriers to learning. This approach has already been evidenced within the coordination of resources from several third sector organisations to enable care experienced young people to receive support within Summer Hubs and to help their re-engagement with school as part of recovery planning. Partnership working across Children's Services, with Skills Development Scotland (SDS), and with third sector organisations such as 'Street League', has also provided targeted support for care experienced summer leavers to move on to positive destinations beyond school.

"We seem to have so much to talk about that time just flies"

Care experienced child

Next Steps

- Provide quality professional learning for practitioners on an equitable approach to differentiation, considering both traditional and blended approaches to learning and teaching, to support the recovery curriculum.
- Support establishments to utilise the West Partnership Portal to self-evaluate schools' and ELCC approaches to moderation. Provide opportunities for establishments to participate in relevant professional learning in assessment and moderation.
- Develop and pilot guidance and professional learning on early years approaches to responsive and intentional learning, using play based pedagogy.
- Extend and embed our collaborative targeted support offer to children, young people and families at key transitions to close the attainment and achievement gap.
- Coordinate the delivery of counselling services (TCS and Place2Be) across primary, secondary and ASN schools.
- Revise ASN systems and processes in light of education recovery plan.
- Resume ASN review to incorporate recommendations from the national ASL review. Embed the LISN approach within the delivery model for implementation of the ASN review.
- Provide guidance to ensure response to challenging behaviour is located within a trauma informed context.
- Continue to provide enhanced support to care experienced children and young people through an intensive family support service, leadership opportunities and a bespoke mentoring programme.
- Develop and pilot a 'Virtual School' Approach to supporting care experienced young people to improve attendance, raise attainment and life outcomes and to ensure a coordinated Children's Services approach.
- Implement the national HWB census and collaborate with the West Partnership to use the results to inform improvement.



Almost all Education Scotland inspections carried out in Renfrewshire establishments during session 19/20 resulted in evaluative gradings of 'Good' or better.

Renfrewshire schools consistently performed better than schools in other local authorities across the key quality indicators which are graded during an inspection.

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

QI 1.3 Leadership of Change

Almost all of our schools evaluated as 'Good' or better

QI 2.3 Learning, teaching and assessment

Most of our schools evaluated as 'Good' or better

QI 3.2 Raising attainment and achievement

Almost all of our schools evaluated as 'Good' or better

Renfrewshire's Quality Improvement Framework (QIF), implemented across all sectors, is delivered through a range of quality improvement activities and resources which focus on delivery of the NIF priorities. The framework ensures consistency and rigour to support the ongoing cycle of self-evaluation and improvement planning across our establishments. Focussed visits to all establishments each session, in addition to a programme of establishment reviews, ensure that Education Managers and Early Years Officers have very good knowledge of their link establishments and are confident in evaluating the quality of provision to support improvement.

'Visiting another establishment allowed me to look outwards, to challenge and deepen my professional understanding through professional dialogue with staff and the Education Manager, and to further develop positive partnerships with another Head Teacher.'

Head Teacher

In response to feedback from Heads, last session establishments were empowered to select different quality indicators, should they wish, as a focus for quality improvement visits, to align with their own improvement priorities. Senior leaders were also given the opportunity to carry out reciprocal visits to other establishments in collaboration with the Education Manager/EY Officer. These visits were evaluated very positively by all participants as being a very good professional learning opportunity to support school improvement.

During the lockdown period, our Quality Improvement programme adapted and evolved to meet the rapidly-changing needs of school and early years communities. A variety of arrangements were put into place very quickly to respond to the setting up of hub establishments and to support the new remote way of working with all of our schools and early years establishments.

To ensure leaders felt supported, Education Managers/EY Officers chaired regular online small group meetings with their link Heads of establishment to provide information updates, share practice on what was working particularly well, and provide time for open discussion on issues arising. Standing items on the agenda for the meetings had a strong focus on equity. For example, arrangements for monitoring vulnerable children and young people, tracking of online engagement, IT hardware inequities and use of PEF/Cost of the School day funds to support families. Feedback from Heads indicated that they very much valued these opportunities to collaborate in small groups with colleagues who were experiencing similar challenges.

Guidance and advice to establishments on improvement planning and reporting on standards and quality has evolved in response to unfolding events. In line with Scottish Government advice, establishments have been issued with clear guidance and advice on reporting and planning. Exemplar recovery planning pages were developed to assist establishments to write effective recovery plans focussing on health and wellbeing, transitions and with a renewed emphasis on the poverty related attainment gap.

The planned Quality Improvement programme for session 2020/21 has been adapted to respond to the needs of establishments and to assist the recovery process. We will be flexible and adaptable whilst maintaining the support and challenge role in our aim to achieve equity and excellence across all establishments.

Our Attainment Advisor provided very good school improvement planning support to all sectors this session and feedback from establishments has been positive. All establishments now have a consistent approach for developing a clear rationale for change, strong outcomes and appropriate measures. In addition, the Attainment Advisor has worked with a number of establishments, both through centrally delivered professional learning, and in individual schools, to develop a curriculum rationale which reflects the uniqueness of their context and addresses the needs of their learners and their families. Most schools are beginning to plan a more equitable curriculum which they have developed in partnership with members of their school community.

Regional Improvement Collaborative—West Partnership (WP)

Renfrewshire Council education staff continue to be active leaders and participants in taking forward the actions for improvement within the 8 workstreams of the Regional Improvement Plan 2019/22. Over the last year, the partnership's activity has increased in pace and scope and is making very good progress in achieving specific workstream outcomes. This has been evidenced through a mixture of qualitative and quantitative data and demonstrates that the partnership is building a strong learning system in the West focused on equity, excellence and empowerment.

Of particular note, are the opportunities for practitioners to share learning and practice outwith their own establishment through activities such as Collaborative Learning Networks, Improving Through Empowerment and Moderation events. All have been positively evaluated by Renfrewshire participants.

Professional Update Revalidation

Our Professional Update (PU) and Professional Review and Development (PRD) processes were revalidated by the General Teaching Council for Scotland (GTCS) in January 2020.

The following key strengths were noted:

- Renfrewshire Council has successfully implemented a strategic plan for high quality professional learning which supports staff to contribute to improved outcomes for children and young people in Renfrewshire. Programmes are supported by Development Officers and include: data literacy; literacy coaching programme; aspiring Leaders programme; Renfrewshire's Nurturing Relationships Approach; and opportunities to engage in professional enquiry, collaborative learning and participate in Masters level learning.
- The very effective leadership of the Education Manager with responsibility for Professional Learning, PU and PRD.
- Focus group members spoke very positively of the culture of trust which has been developed within Renfrewshire Children's Services and its subsequent impact on teacher and school empowerment.

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

Approximately 42.5% of children accessed 1140 hours of high-quality early learning and childcare during academic session 2019/20, with 1095 in the local authority sector and 734 in funded provider settings. The increased provision of early learning and childcare enables children to experience deeper and extended learning opportunities while enabling parents to secure employment and training and/or providing personal time to promote wellbeing. There has also been a financial benefit for families, due to the reduction or complete withdrawal of childcare costs. Nationally, full implementation of the 1140 hours of early learning and childcare has been delayed due the Co-Vid 19 pandemic. Renfrewshire Council will continue to roll out the expansion throughout session 2020/21.

Prior to the Co-Vid 19 pandemic the Early Years 'Grow Your Own' workforce development plan continued to be progressed: with a broad range of professional learning opportunities provided for leaders and practitioners; ongoing recruitment and training of Modern Apprentices and Early Learning Support Workers; and funded support for leaders

and practitioners to access certificated training to meet Scottish Social Services Council (SSSC) registration requirements. We have secured around 75% of the required workforce to support the expansion.

A very successful early learning and childcare event took place on the in-service day in February 2020. 'Connecting Quality Across ELCC Renfrewshire' supported settings to share an element of quality practice through opening their doors to others and included a central update on the proposals and plans for 1140. This resulted in the development of an early years network to support high-quality learning and teaching as we work towards the full implementation of 1140 hours of early learning and childcare. Effective practice is shared and used to improve quality across all Renfrewshire early years establishments.

The introduction of the early years graduate position by Scottish Government to support the raising attainment agenda has created further opportunities for promotion amongst our sector. Specialised training, delivered in partnership with Strathclyde University, has had a positive impact on learning and teaching practices within their settings.

The professional learning programme for all of the early years workforce has ensured that we are seeing high quality early learning and childcare being developed across the majority of our settings. The design of the training is building a solid knowledge base for practitioners to study and introduce within their practice. The collegiate opportunities offered are supporting practitioners to build connections across settings, and within the West Partnership, ensuring that quality is key in securing the best outcomes for our youngest children.

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

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. Renfrewshire continues to have a higher proportion of children and young people entering higher education than the national figure. In 2018/19, 42% of Renfrewshire leavers entered higher education compared with 40% nationally.

Within the senior phase, the positive trend in the percentage of school leavers achieving SCQF level 5 in literacy and numeracy has been maintained.

The attainment gap in the percentage of school leavers achieving SCQF level 5 in literacy and numeracy has continued to decrease. The gap has reduced by 14 percentage points in both literacy and numeracy since 2014. This reduction in the size of the gap is due to strong increases in attainment of children and young people living in the 20% most deprived areas.

There has been an increase in the spread of young people moving into Further Education and Employment: Further Education represents 25% of the total figure (increase of 2%); and Employment represents 22% of the total figure (increase of 1%). The percentage of leavers entering a positive destination in S4 increased in 2018/19, reversing a previously decreasing trend (78% to 86%).

Our schools, with support from the Development Officer for Engaging Learners, provide very good support to school leavers across Renfrewshire schools. Working in partnership, the Officer meets with anticipated leavers in school and works closely with schools and young people to track their progress. Information monitored and tracked includes demographics, attendance, career

interests, intended routes and key information/barriers. This not only allows us to signpost to appropriate supports but also to ascertain if young people are eligible for funding/bespoke opportunities. Between November 2019 and March 2020, the Development Officer, Invest and Skills Development Scotland met with 171 young people to build relationships and provide support and advice on pathways.

In line with the Commission for Developing Scotland's Young Workforce report, partnership links and collaborative arrangements with the Further Education (FE) sector, employers and commerce were extended. This was achieved through the agreed workplan of the Skills for Success partners group which included an increased offer of work experience placements across all schools, and the provision of workshops for young people across all secondary schools designed to prepare them for the world of work. These included sessions on CV writing, interview skills and confidence building. Our work with the Renfrewshire Community Benefits Forum (CBF) has facilitated successful engagement with 100+ Renfrewshire employers.

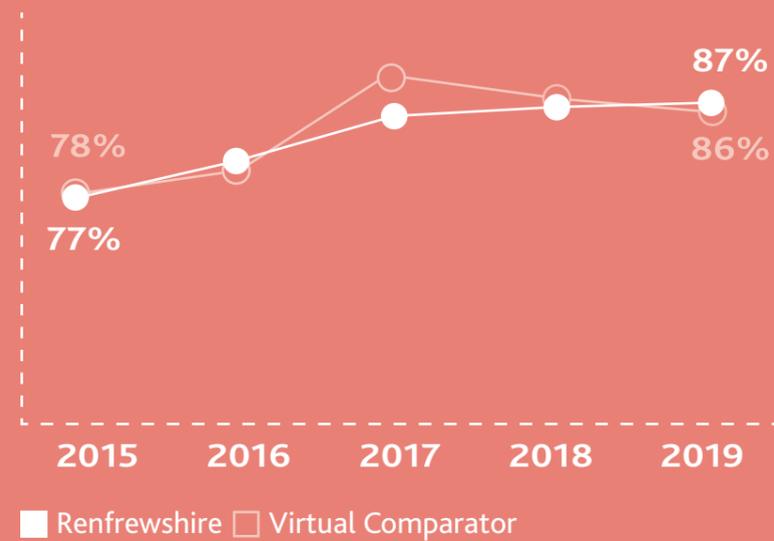
Renfrewshire attainment

School Leavers

S4-S6

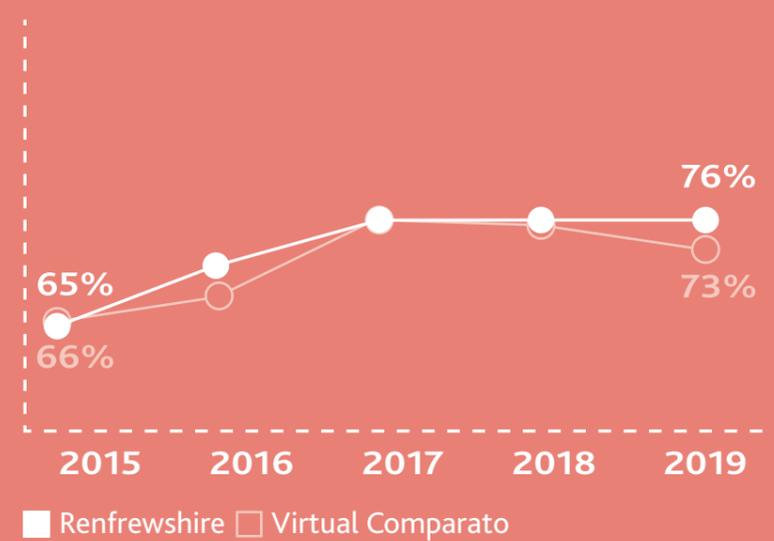
% Leavers Achieved Level 5 Literacy

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



% Leavers Achieved Level 5 Numeracy

Up 11 percentage points over 5 years
in line with Virtual Comparator

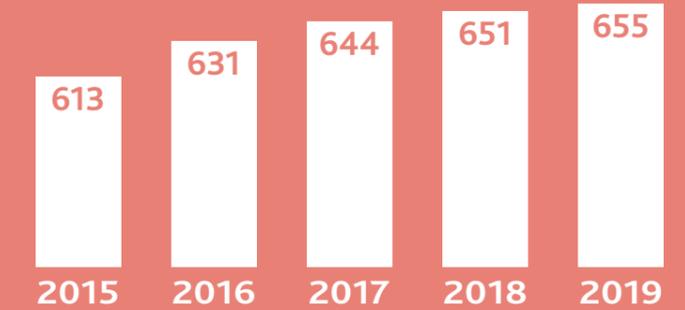


Average Total Tariff—
All Leavers 2018/2019

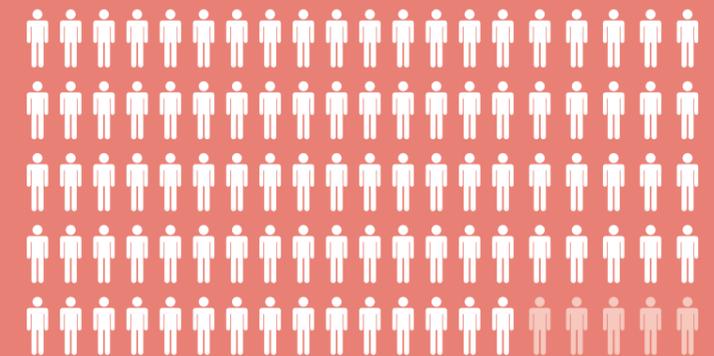


■ Renfrewshire
■ National

Average Total Tariff—
SIMD 20% Most Deprived Leavers



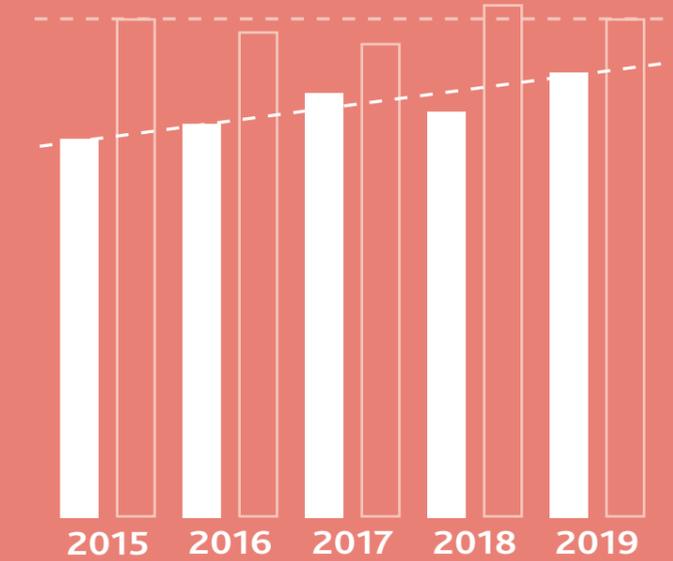
95% of 2018/19 school leavers
went on to positive desinatons



% Leavers in a
Positive Desination

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

■ Quintile 1
■ Quintile 5





Examples of some of our successful partnership links include:

- CBF partnerships – work placements, skills transfer events.
- My Future Pathway (Construction)—100% of the young people enrolled on the programme secured positive construction destinations through MAs, College NPA courses or entry level positions (22 children and young people).
- My Future Pathway (Hospitality)—10 young people from Mary Russell School visited college twice a week to gain and build on their cooking and hospitality skills. The young people worked towards their REHIS: Introduction to Food Hygiene Qualification and the SQA unit D263: 10 Food Preparation Techniques which will give them the entry level qualifications for part time work in the commercial hospitality sector. All 10 young people submitted evidence and testing materials from home during lockdown and await their qualifications.
- Hire Me!—100 leavers attended employer led employability workshops.
- Development Officer Visits—210 vulnerable leavers visited in March 2020 and were offered 1:1 support during lockdown.

- Insight into Industry—200 P7 children and young people from Castlehead Cluster undertook 4 weeks of interactive activities – delivered by local business such as NHS Scotland, Robertson Construction, Monty Media, WCS, UWS, Morrison Construction (Construction, Health, Music, Media & TV and Creative Arts).

'I was thinking about doing construction and this course has given me the chance to learn more about what's involved. I really enjoyed the visits, especially doing the virtual reality simulator, which was difficult to handle, and learning about all the different machines.'
Quote from S5 pupil in relation to My Future Pathway:

S5 pupil—My Future Pathway

Our Development Officer also works collaboratively with the school project leads responsible for supporting the Developing the Young Workforce agenda, with a focus on supporting leavers. This provides a forum to share plans, programmes and practice as well as making links with businesses. A Renfrewshire Leavers Steering Group was set up to combat additional Co-Vid 19 challenges. The steering group meets with select key partners in case management meetings to ensure that all young people leaving Renfrewshire schools are offered an appropriate and sustained destination.

We continue to develop the curriculum, and the opportunities for accredited personal achievement, to maximise school leavers' skills to meet the needs of employers. A new website has been developed which provides schools and young people with extensive information on wider and personal achievement awards. Almost all secondary schools are now delivering explicit aspects of the Career Education Standard 3–18.

Schools have been supported to deliver a senior phase which ensures appropriate pathways for young people and provides the best possible opportunities for them to achieve a range of qualifications. Regular engagement with 16+ Deputes across all secondary schools, and West College Scotland, ensured that the offer to all young people within the senior phase was comprehensive and relevant. The introduction of 3 shorter delivery model Foundation Apprenticeships supported an increase in numbers applying for Foundation Apprenticeships for session 2020/21 (currently at 54 young people).

Working in partnership with Cairellot, an early learning and childcare provider, 2 secondary schools successfully delivered an SQA National 5 course in early learning and childcare to 9 young people. In session 2020, the early learning and childcare vocational course was jointly delivered in a secondary school in partnership with college, as was the Foundation Apprenticeship in childcare. Both courses had 100% retention.

Our partnership working with Skills Development Scotland and Economic Development has been strengthened to maximise opportunities and support for school leavers. The appointment within Economic Development of a schools' Support Officer during session 2019/20, further enhanced the partnership working which is able to take place before young people leave school.

A consultation process was carried out to ensure that we have agreed expectations across all schools in supporting young people into positive and sustained destinations. Revised expectations were agreed including earlier intervention and more robust use of data and tracking processes. Young people moving into a positive destination post school in 2018/19 increased by 2 percentage points from 2017/18.

Consortium arrangements were reviewed to ensure they are meeting the needs of young people. All young people were able to take up a place in their chosen subject and almost all were able to attend a school within their own local area to accommodate this.



Partnership with Glasgow School of Art

The partnership between Glasgow School of Art (GSA) and one secondary school continues to be successful in promoting creative approaches to delivering the curriculum. GSA portfolio classes were delivered to young people in Castlehead High, and those from a neighbouring secondary school, building pupil confidence and offering opportunities to succeed in further arts education. The National 5 Creative Industries course has adopted a studio-based pedagogy encouraging students to develop confidence, team work, problem solving and critical thinking by effectively leading the learning. All faculties/departments are involved, highlighting the importance of key creativity skills outlined in Scotland's Creative Learning Plan.



Science, Technology, Engineering, Maths (STEM)

A draft Renfrewshire STEM Action Plan which clearly sets out how Children's Services seek to achieve the aims of the National STEM Strategy, whilst meeting the needs of our local socio-economic context, has been developed. This aligns with the West Partnership strategic STEM group recommendations. Through sharing of good practice on our STEM Ren twitter page, the profile of STEM has been raised within Renfrewshire. Resources have been purchased to enhance the provision of STEM within our primary and ASN schools.

10 primary schools have benefited from a successful partnership with the Glasgow Science Centre. A Renfrewshire STEM resource has been developed and professional learning delivered to staff to improve practitioner confidence in the delivery of STEM. Children and staff have benefited from whole school visits to the Science Centre and events for children and families have taken place in all schools.

Next Steps

- Continue to support establishments with approaches to school improvement planning developing a shared understanding of appropriate outcomes and measures to demonstrate impact.
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire.
- Amend and develop the QIF, to align with recovery planning processes and to promote empowerment and greater collaboration between establishments.
- Develop a flexible, layered and empowered Renfrewshire approach to digital learning through our 3-year Digital Plan—Assess, Build, Innovate.
- Revisit the Developing Scotland's Young Workforce report with schools and partners to ensure children and young people are being equipped with the skills required to meet the needs of employers.
- Implement a revised senior phase offer which ensures appropriate pathways for all young people and provides the best possible opportunities for them to achieve a range of qualifications. Revisit existing consortium arrangements to include the introduction of online approaches and further develop the model of joint school and college based vocational delivery.
- Ensure that all schools and partner agencies (SDS and Invest) have systems in place to implement the revised expectations for tracking and supporting young people into positive and sustained destinations post school.
- Working in partnership with Skills Development Scotland, offer bespoke sessions to schools on the delivery of the Career Education Standard 3–18.
- Begin phased rollout of partnership work with Career Ready Scotland, offering mentoring and work experience placements for identified young people.
- Launch and implement final Renfrewshire STEM Action Plan.
- In partnership with the Wood Foundation and Education Scotland, participate in the RAiSE programme to increase primary practitioner confidence in the teaching of STEM.

Performance Information

Across the service, a wide range of accurate data is used very well, centrally and within establishments, to monitor and track the impact on learning, raising attainment and closing the poverty related attainment gap. This includes data related to Achievement of a Level (CfE), SQA, Insight, BGE Benchmarking Tool and RNRA action plans. A range of evidence continues to be shared across the Attainment Challenge including additional analysis provided to the Care Experienced Board to support discussions, and to the P1/P7 transitions programmes to demonstrate long term impact.

The range and quality of data available to schools, particularly in the BGE, has improved considerably. Attainment and contextual data is presented to schools in accessible ways so that staff can analyse it themselves and plan for improvement. The Management Information Officer and Data team provide bespoke support as required to establishments to ensure that tracking and monitoring attainment in the BGE suits individual school contexts. In all establishments the analysis of data informs improvement planning.

Due to the Covid-19 lockdown, the SQA 2020 exam diet required schools to estimate pupil attainment. Analysis was provided by the central data team to support school quality assurance processes. This involved providing key summary figures of estimated results and analysis of long-term attainment trends. This information helped to identify any anomalies that may require investigation and supported discussions around grade consistency.

Very good progress has been made in supporting teachers' data literacy skills through a new 'Dive into Data' training course which has been rolled out in the primary sector. The training has been designed and delivered by the Data team and Attainment Advisor. This professional learning builds on previous support to increase staff confidence and capability to understand the ways in which the evidence they gather can be interpreted and used to inform improvement. There has been engagement from 96% of primary schools with all participants agreeing or strongly agreeing that they feel more confident in this area. All participants reported that they felt they would be able to apply the training within their role. Next steps for this work are being developed

in consultation with participants and will focus on embedding a data literacy culture within all establishments.

Secondary schools continue to be supported through the Data Network Group. Engagement with the group remains high and the data team has provided training and support on evaluation, tracking, and analysis of key datasets.

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

Performance Information

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

The ongoing collaboration with Early Action System Change Co-Design Commission is supporting our work on priority areas identified as part of the Dartington Wellbeing Survey: to prevent coercive control within adolescent relationships; and improve emotional wellbeing. Our strategic partnership with Barnardo's aims to complement the work of the Early Action Systems Change project, and, paired with this, has used the findings of the Barnardo's service design consultations and workshops, to focus their work specifically on children and young people aged 5–15, with attention to transitions and potentially

those who have suffered trauma. Findings from the initial phase of evaluation work have been published in 'Barnardo's MHWB CPP Evaluation: Renfrewshire Phase 0 Report' and provide the basis for the development of a more detailed evaluation framework.

Next Steps

- Support schools to capture relevant data within recovery planning to improve outcomes for children and young people.
- Continue to provide professional learning via the Dive into Data programme in primary and expand this training into secondary sector.
- Rollout Power BI platform through Teams/ Sharepoint within Attainment Challenge teams to improve access to data.
- Develop an approach to capture the impact of Pupil Equity Funding on improving outcomes for learners over the three years of the programme's existence.
- Improve early level monitoring and tracking through the development of a tracking framework for early years.

- Collaborate with the West Partnership to analyse and extract relevant data from the national HWB census to identify improvement priorities.
- Actively participate in, and influence decision-making within, Barnardo's strategic partnership with Renfrewshire Council.
- Continue to collaborate with Barnardo's and the Early Action System Change Co-Design Commission to bring about systems change.





For further information, please contact

Steven Quinn

Director Children's Services

Children's Services

Renfrewshire Council

Tel: 0141 618 6839

Email: steven.quinn@renfrewshire.gov.uk





Education Improvement Plan

2020/21



Renfrewshire
Council



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Our Values

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

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

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

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

Introduction

This Education Improvement Plan incorporates our recovery plan in response to the Co-Vid 19 pandemic, as well as looking beyond that to our improvement priorities for the coming session. Our plan is underpinned by the Council's values; Fair, Helpful, Collaborative, Learning and reflects our own vision within Children's Services; Working together to get it right for children, families and communities - protecting, learning, achieving, nurturing.

The main objective of the recovery phase is to support the safety, wellbeing, resilience and successful transition back into establishments for all staff, children and young people. Extensive contingency planning has already taken place to develop our blended learning model which is ready and in place should it be required. We have already captured lessons learned during the remote learning period and are planning how to capitalise on the improved skills of staff, children and families in the use of digital platforms to enhance learning and teaching.

Our plan focusses on four main priority areas; learning and teaching; health and wellbeing; leadership at all levels and employability skills leading to sustained positive destinations for all young people. These directly align to Scotland's

national priorities for education. A strong focus on health and wellbeing is required to support staff and children to recover and to mitigate against any negative effects of lockdown. We will continue to use universal approaches to raise attainment for all, alongside targeted interventions to close the poverty-related attainment gap. This gap will undoubtedly have widened for some children and young people during school closures, so we will work quickly to assess needs and to provide targeted support where it is required.

As a result of our careful and considered planning, which has been informed by a variety of audit material, including feedback from staff, children and parents/carers, we will continue to get it right for children, families and communities across Renfrewshire. Our children and young people have shown incredible resilience and patience throughout the school closure period and we are delighted to have welcomed them back to their schools and early years centres. We have every confidence that the strategic recovery and improvement plan that we have in place will support establishments across Renfrewshire to build back better with a strong emphasis on the health and wellbeing of children and young people, staff and families.



Councillor Jim Paterson

Convener Education and Children's Services

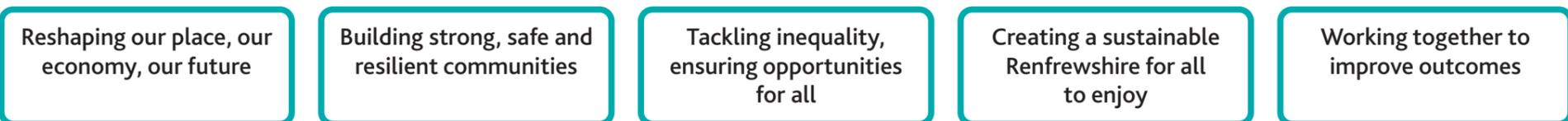


Steven Quinn

Director Children's Services

Renfrewshire's Council Plan 2017–2027

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



Children's Services Vision

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

Education Improvement Plan Priorities



National Improvement Framework and Improvement Plan

Vision

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

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

Four Priorities

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

Six Drivers of Improvement

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

Renfrewshire's Education Improvement Plan

This Education Improvement Plan supports delivery of the priorities contained within Renfrewshire's Community Plan, Council Plan and the Children's Services Improvement Plan. It also aligns perfectly with the National Improvement Priorities for education and our local education recovery plan. It is organised under our 4 improvement priorities and details the expected outcome and impact, alongside how we will measure if we have been successful, and the actions we will take to bring about improvement.

Following a lengthy period of schools closures, it is important that there is strengthened emphasis on health and wellbeing; this is reflected in our plan. During the recovery period, our priority in the first instance is to support the safety, wellbeing, resilience and successful transition back into establishments for all children and young people with particular emphasis on our most vulnerable children.



PRIORITY 1

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

NIF Priorities

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

NIF Drivers

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

What is the expected Outcome/Impact?

- Improved monitoring and support for all care experienced children and young people (CYP) leads to improved attendance, engagement and attainment. All CYP feel supported.
- Almost all practitioners have increased skill and knowledge, and evidence in their practice, a range of targeted, evidence-based pedagogies in literacy and numeracy.
- All practitioners use effective approaches to differentiation to raise attainment in literacy and numeracy.
- Attainment in literacy and numeracy improves with evidence of closing the poverty-related attainment gap and/or narrowing of any new gaps due to school closures.
- All CYP and schools have access to hardware, wifi and well-researched digital platforms/software to ensure equity and improve outcomes.
- Almost all practitioners have improved skills and increased confidence in using digital tools to enhance learning, teaching and parental engagement.
- Creative use of various digital platforms strengthens family learning in almost all establishments.
- CYP in the target groups (new P1s, new S1s, ASN, school leavers) successfully transition to new establishments, feel safe, confident, engaged in their new surroundings and have improved attainment in their target literacy and numeracy indicators.
- Targeted families have improved knowledge, understanding and confidence to engage with their children's learning across transition.
- Almost all practitioners confidently use relevant data and evidence to support recovery planning.
- Early Years staff are highly skilled, knowledgeable and are effectively supporting children in their learning and development. Quality is at the heart of service delivery to improve outcomes for children.
- Effective practice is shared and used to improve quality across all Renfrewshire early years establishments.
- Robust tracking and monitoring systems meet the needs of children and families within early years settings.
- Establishments are supported and challenged to improve through continued use of our robust Quality Improvement Framework.
- Almost all practitioners are knowledgeable and understand what is needed to improve attendance and engagement—changes in culture, practice, systems and policy—leading to better outcomes for target CYP.

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

- Increased attendance and attainment of all care experienced CYP.
- Almost all care experienced CYP report that supports meet their needs.
- Information collated from Quality Improvement (QI) visits evidence supports provided for care experienced CYP.
- Pre and post professional learning surveys demonstrate that almost all staff have increased knowledge and confidence in applying concepts and skills in their planning, learning, teaching and assessment.
- Attainment and tracking data shows that almost all targeted CYP are making progress in literacy and numeracy with a trend towards closing identified attainment gaps.
- Improved literacy and numeracy attainment throughout the BGE.
- Improved attainment in the Senior Phase.
- Improved leaver destinations—target 95% or better.
- Almost all establishments evaluated as 'good' or better for learning, teaching and assessment—target 91% and raising attainment and achievement—target 95%
- QI visits and focus groups of CYP and staff demonstrate the impact of a wide range of professional learning on practice in almost all classes.
- Improved attainment, engagement and Leuven's scale scores for all children targeted for transition support.
- All targeted families report increased confidence about their child's transition and have improved knowledge and understanding to support their child's learning.
- Almost all eligible children experience 1140 hours—target 95% (subject to completion of infrastructure work).
- Almost all ELC establishments' Care Inspectorate reports will be graded 'good' or better in all measures
 - % attendance rates
 - Primary target 95% or better
 - Secondary target 90.7% or better
 - Exclusion rates (Rate per 1000 pupils)
 - Primary target 7.5
 - Secondary target 39.6

What do we intend to do to bring about improvement?

- Continue to support establishments to narrow the gap for disadvantaged groups.
- Provide enhanced support to care experienced CYP through a virtual school approach, family support service, leadership development and a bespoke attainment mentoring programme.
- In partnership with the University of Strathclyde, Winning Scotland and Stanford University, support establishments, in the recovery period and beyond, through provision of high quality professional learning for staff at all levels, based on evidence-based approaches.
- Continue to participate in school, cluster, and regional moderation and pilot engagement with the West Partnership moderation portal.
- Provide quality professional learning for practitioners on an equitable approach to differentiation to support the recovery curriculum.
- Develop and pilot guidance and professional learning on early years approaches to responsive and intentional learning, using play based pedagogy.
- Develop a flexible, layered and empowered Renfrewshire approach to digital learning through our 3-year Digital Plan – Assess, Build, Innovate. Provide professional learning on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.
- Extend and embed our collaborative targeted support offer to children, young people and families at key transitions to close the attainment and achievement gap.
- Support schools to capture relevant data within recovery planning to improve outcomes for children and young people.
- Continue to provide professional learning support through the Dive into Data programme in primary and expand this training into secondary sector.
- Rollout Power BI platform through Teams/Sharepoint within Attainment Challenge teams to improve access to data.
- Improve early level monitoring and tracking through the development of a tracking framework for early years.
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire
- Amend and develop the Quality Improvement Framework, to align with recovery planning processes and to promote empowerment and greater collaboration between establishments.
- Provide high quality professional learning to support schools to improve attendance and engagement following the extended period of school closures.



PRIORITY 2

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

NIF Priorities

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

NIF Drivers

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

What is the expected Outcome/Impact?

- A sustainable approach to nurturing relationships is in place across all educational establishments.
- All practitioners are confident in applying Renfrewshire's Nurturing Relationships Approach (RNRA) in their practice.
- Increased levels of wellbeing are evident in all children and young people.
- All practitioners have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing and that of CYP.
- All CYP have increased knowledge and understanding of the mental and emotional wellbeing supports available to them and access these as required.
- All CYP requiring specialist HWB services e.g. Counselling, receive timely support to cope with issues and build resilience.
- Almost all practitioners use evidence-based programmes and approaches in the learning and teaching of mental, emotional and social wellbeing.
- Progressive and relevant Personal and Social Education (PSE) programmes are in place across all establishments ensuring consistency of learning experiences and reflecting the views and needs of CYP.
- All leaders participate in Locality Inclusion Support Networks (LISN) and are supported by peers to promote inclusion and address the social, emotional and behavioural needs of identified children and young people.
- Local Additional Support Needs (ASN) processes are clear, equitable and consistently applied by establishments. Best value is achieved and demonstrated. Revised terms of reference take account of national ASL review recommendations.
- All practitioners understand and are clear about how to respond to the distressed behaviour of CYP.
- All families feel supported in home-school relationships, engagement, family learning and learning at home.
- All secondary schools deliver Parent in Partnership (PIP) programmes that ensure provision is responsive to the needs of the families. Programmes successfully reduce the anxiety and concerns of targeted families around transition to secondary.
- Within the Parent Ambassador programme, an increasing number of parents have a voice and their contributions are highly valued.
- All families participating in family learning projects have increased confidence in supporting their child in literacy and numeracy through quality play and learning activities.

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

- Almost all establishments evaluated as 'good' or better for ensuring wellbeing, equality and inclusion (QI 3.1).
- RNRA is embedded in all education establishments.
- Over 90% of establishments achieve RNRA accreditation.
- Establishments' RNRA Action Plans, PDSA (Plan Do Study Act) Records and Phase implementation monitoring will demonstrate that all establishments are on track.
- Pre and post professional learning surveys demonstrate that almost all staff have increased knowledge and confidence in applying nurture principles in practice.
- Personal and Social Education (PSE) Framework is finalised and disseminated effectively across establishments.
- Monitoring of social media channels e.g. HWB Blog and Twitter page will evidence that central support is valued by practitioners.
- Qualitative and quantitative information received from partners will show that almost all participating CYP successfully engage in HWB programmes.
- National HWB census results will be analysed and used to establish a baseline to inform planning.
- % of Counselling service referrals and qualitative information will highlight the positive impact of the service on CYP's mental health and wellbeing.
- QI visits and focus groups of CYP and staff will demonstrate the positive impact of HWB professional learning and programmes on emotional literacy.
- Increase in number of schools achieving LGBT Charter Mark.
- Evaluative evidence will demonstrate the impact of projects, approaches and initiatives e.g. ASN Review, LISN, MVP, Early Action System Change and Barnardo's projects.
- Qualitative feedback and % families engaging with PIP, Pizza Family Learning, Parent Ambassadors and online support hub, highlight the positive impact of the programme on CYP and families.

What do we intend to do to bring about improvement?

- Continue to embed RNRA and build sustainability across all educational establishments through development of leadership training and Training for Trainers.
- Provide professional learning, helpline and resources to support establishments to recover: RNRA Build Back Better Resources; Skills for Recovery; and Seasons for Growth.
- Continue to develop Non Violent Resistance (NVR) approaches to support CYP and families.
- Extend Mentors in Violence Prevention (MVP) programme across additional secondary schools.
- Extend implementation of emotional literacy programmes in targeted early years centres, primaries and all secondaries through high quality professional learning and evidence-based approaches (e.g. Living Life To The Full and PATHS)
- Finalise Renfrewshire's PSE Framework in collaboration with young people, staff and the West Partnership.
- Provide high quality professional learning and resources, to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing e.g. mentally healthy schools, LGBTI, substance misuse, relationships, sexual health, understanding self-harm and suicide.
- Implement the national Health and Wellbeing census and collaborate with the West Partnership to use the results to inform improvement.
- Coordinate the delivery of counselling services (Therapeutic Counselling Services and Place2Be) across primary, secondary and ASN schools.
- Revise Additional Support Needs (ASN) systems and refocus Home Link service and processes in light of the education recovery plan.
- Resume ASN review to incorporate recommendations from the national ASL review. Embed the LISN approach within the delivery model for implementation of the ASN review.
- Launch revised promoting positive relationships policy and implement across all establishments, supported by appropriate training.
- Implement a revised Parental Engagement Professional Learning framework which takes account of digital learning. Develop a 'Walking Together with Parents in Renfrewshire' support Hub for parents and multi-agency staff.
- Encourage and support active collaboration and engagement with parents and families to support their child's learning e.g. extend Pizza Reading/ Maths.
- Extend and embed a collaborative targeted PIP programme.
- Continue to collaborate with Barnardo's and the Early Action System Change Co-Design Commission to bring about systems change in areas of mental health and coercive control.



PRIORITY 3

Develop high quality leadership to promote empowerment at all levels

NIF Priorities

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

NIF Drivers

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

What is the expected Outcome/Impact?

- Leadership capacity is enhanced and increased at middle and senior management levels across all sectors.
- All Heads feel valued and supported to carry out their role with confidence and competence.
- Deputes support empowered school leadership and are collegiate and collaborative.
- All participants in the coaching programme have enhanced knowledge and understanding of leadership and management and improved skills in coaching and mentoring to further support others in their school.
- Early Learning and Childcare (ELC) leaders are empowered and have increased skills and knowledge to lead and develop their services.
- ELC practitioners have increased understanding of pedagogical approaches across theoretical thinking which informs individual establishments curriculum design and practice.
- All Newly Qualified Teachers (NQTs) are well supported to carry out their role. All NQTs are recommended for full GTCS registration. Renfrewshire retain the very best NQTs through competitive interview.
- A community of practitioners share effective pedagogy and deliver creative teaching approaches in primary three and beyond. Learning environments are enhanced and there is increased involvement of children in planning their own learning.
- Targeted young people develop leadership capacity, self-confidence and skills including resilience, team working, decision making and independence.
- Central staff and establishment senior leaders, alongside colleagues from across the West Partnership (WP), enhance leadership capacity, improve approaches to learning and teaching and promote empowerment, excellence and equity through shared professional learning opportunities.
- Almost all teachers trained in a modern language have increased knowledge and are confident in their teaching.
- CYP are more confident and engaged in language learning.
- All Heads have flexibility to make decisions about staffing and leadership structures in their schools to best support improving outcomes for children and young people.

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

- Almost all establishments evaluated as 'good' or better for leadership of change—target 93%.
- Participant numbers and qualitative feedback on course content reflects its relevance, quality and ability to meet stated aims.
- Evaluative evidence, quality assurance processes and qualitative feedback demonstrates participants' increased knowledge, understanding and application of skills in practice.
- Increased numbers of participants attain promoted posts.
- QI visit feedback indicates all of our Heads feel valued and supported to Build their schools Back Better.
- Almost all ELC establishments' Care Inspectorate reports will be graded 'good' or better in all measures.
- Qualitative feedback from ELC practitioners and evaluative evidence from Strathclyde University indicates the positive impact of professional learning on almost all participants.
- Increased numbers of successful NQT recommendations for full registration.
- Staff observations (school and CANI) and CANI Pupil Leadership Programme pre and post pupil survey questionnaires evidence the positive impact on all participating young people.
- West Partnership Pre and post professional learning questionnaires indicate a positive impact on knowledge and understanding across a range of subjects, leadership capacity, and collaboration across local authorities.
- Annual audit of languages provision will indicate an increase in the number of schools providing full entitlement to a second and third language.
- Monitoring of management capacity and structures and data related to staffing appointments evidence empowerment.

What do we intend to do to bring about improvement?

- Continue to support those aspiring to formal leadership roles through the delivery of high-quality programmes.
- In partnership with Drummond International, deliver a bespoke programme which supports the mental health and wellbeing of our most senior leaders as we Build Back Better during the recovery period.
- Facilitate Learning Sets for Deputies from across sectors to further empower them to work in more collegiate and collaborative ways.
- Provide a high-quality leadership induction programme for new Early Learning and Childcare (ELC) Deputies and Seniors to strengthen leadership qualities and support high quality teaching and learning.
- Continue to roll out the leadership programme for ELC Heads, Deputies and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements. Revise and update the ELC 'Grow your own plan'.
- In partnership with Strathclyde University, deliver high quality professional learning for Early Years (EY) graduates.
- Provide the opportunity to participate in 1:1 bespoke coaching programme to a further group of senior leaders.
- Continue to provide a package of high-quality professional learning and support for our NQTs.
- In partnership with Strathclyde University, building on previous work, 'Exploring Pedagogy in primary 1', deliver a training programme to primary 3 staff.
- Continue to support our schools to develop leadership skills in young people.
- Continue to provide high quality professional learning for central staff and senior leaders in establishments in collaboration with other local authorities across the West Partnership (WP): Pilot a cross authority Head Teacher Action Learning Set and develop a WP Head Teacher Induction Programme. Expand the WP Improvement Through Empowerment programme to further groups of Heads.
- Support development of a second language (L2) and a third language (L3) to enable full implementation of the Scottish Government 'Language Learning in Scotland 1+2 approach'. Provide language assistants to increase engagement of CYP with languages.
- Further empower Head Teachers to design and determine the leadership capacity and structure within their schools. Conduct a review and revision of Devolved School Management (DSM) to promote and progress self-evaluation for empowerment.



PRIORITY 4

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

NIF Priorities

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

NIF Drivers

- Assessment of Children's Progress
- School Improvement

What is the expected Outcome/Impact?

- All children and young people are equipped with the skills required to meet the needs of employers.
- Our Senior Phase curriculum ensures that all young people are supported to choose appropriate pathways and achieve a range of qualifications and personal achievement awards.
- All young people benefit from a senior phase that offers increased flexibility and have their chosen curriculum needs met.
- All staff are confident and knowledgeable in delivering the Career Education Standard 3-18.
- All school leavers are well-supported and move into positive and sustained destinations.
- All participating practitioners are more confident and skilled in the teaching of STEM. Children and young people benefit from enhanced and more skilled learning and teaching.
- Studio-Based Pedagogy is further developed and becomes integrated across a broader range of disciplines within participating secondary schools. Young people build confidence and growth mindsets leading to raised attainment.

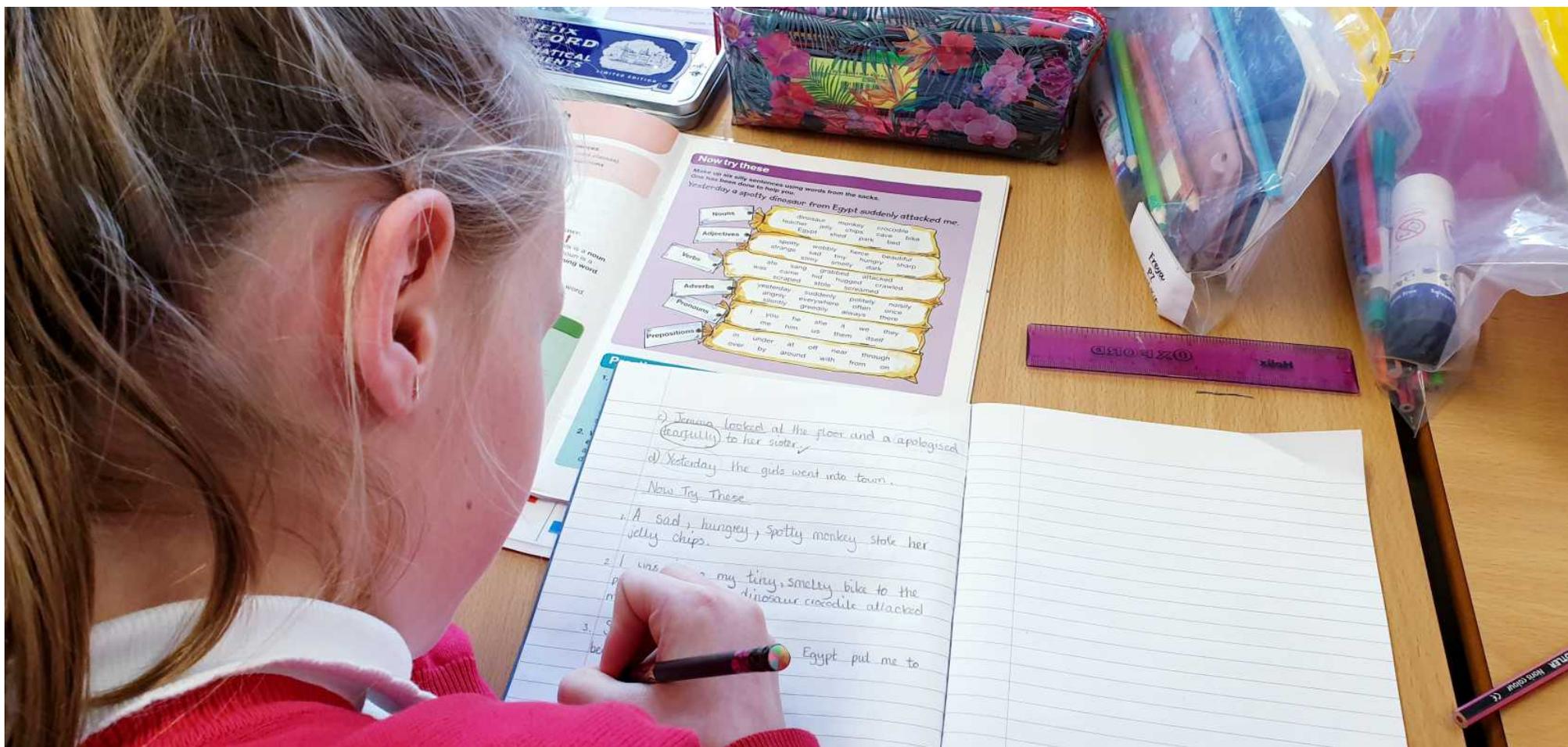


What information/data will we gather to measure progress and impact?

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

What do we intend to do to bring about improvement?

- Revisit the Developing Scotland's Young Workforce report with schools and partners to ensure children and young people are being equipped with the skills required to meet the needs of employers.
- Implement a revised senior phase offer which ensures appropriate pathways for all young people.
- Revisit existing consortium arrangements to include the introduction of online approaches.
- Ensure that all schools and partner agencies (SDS and Invest) have systems in place to implement the revised expectations for tracking and supporting young people into positive and sustained destinations post school.
- Working in partnership with SDS, offer bespoke sessions to schools on the delivery of the Career Education Standard 3-18.
- Begin phased rollout of partnership work with Career Ready Scotland, offering mentoring and work experience placements for identified young people in 3 secondary schools.
- In partnership with West College, further develop the model of joint school and college based vocational delivery in Construction.
- Continue to engage with businesses, local employers and Further Education partners to provide placements, events, visits and qualifications for young people.
- Development Officer for Engaging Learners will continue to work with partners to support and mentor school leavers onto positive and sustained destinations.
- Launch and implement final Renfrewshire STEM Action Plan.
- In partnership with the Wood Foundation and Education Scotland, participate in the RAiSE programme to increase primary practitioner confidence in the teaching of STEM.
- Continue to support the established partnership between Glasgow School of Art and Castlehead High to further develop creative approaches to curriculum delivery.



For further information, please contact

Steven Quinn

Director Children's Services

Children's Services

Renfrewshire Council

Tel: 0141 618 6839

Email: steven.quinn@renfrewshire.gov.uk





To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

Heading: West Partnership Improvement Collaborative: Improvement Plan 2020-2023

1. Summary

- 1.1. The purpose of this report is to inform the Education and Children's Service Policy Board of the contents of the West Partnership's Improvement Plan 2020 – 2023 (appendix 1).
-

2. Recommendations

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

3. Background

- 3.1. The West Partnership Regional Improvement Collaborative (RIC) is made up of eight authorities which are East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 3.2. The Improvement Plan, spanning from 2020-23, continues to set out the West Partnership's driving vision for Equity, Excellence and Empowerment across all eight partner authorities. In addition, the plan takes due account of the recent and ongoing challenges resulting from Covid-19. Threaded throughout the plan is a clear commitment towards support and recovery.
- 3.3. The plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, based on what stakeholders have indicated they would benefit from.

- 3.4. As such, the plan does not replicate or duplicate the individual local improvement plans of each partner authority but enhances the Partnership's own efforts to support and challenge schools to improve.
- 3.5. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements.
- 3.6. In recognition of the impact of COVID-19 pandemic, a major aim of the plan and the work of the Partnership is to address both recovery and renewal.
- 3.7. The research evidence shows that strong and empowering leadership; the quality of what actually goes on in the classroom (learning, teaching, curriculum); and, the importance of working together and sharing good practice are the most important factors behind improving schools and education authorities as learning systems.
- 3.8. The plan is organised under 3 key areas with each led by two Directors of Education / Chief Education Officers:
 - Collaborative Learning Networks
 - Curriculum, Learning and teaching
 - Leadership, Empowerment and Improvement
- 3.9. A fourth workstream, also led by two Directors of Education is that of Evaluation and Reporting.
- 3.10. Having reflected on the progress with the 2019 - 2022 plan and the impact of the pandemic on school improvement priorities, the board considered new arrangements to secure further progress. These arrangements are captured on pages 7 and 8 of the plan.
- 3.11. The plan has been submitted to Education Scotland and the Scottish Government.

4. Progress

- 4.1. Following the publication of the previous Regional Improvement Plan (2019-22), the RIC have continued to put in place the systems and frameworks to help deliver on the Partnership's vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.
- 4.2. An evaluative report on the progress with the implementation of the plan is the subject of another paper to this Committee.

Implications of this report

1. Financial

The Scottish Government has again invited bids to support the implementation of each RIC's improvement plan. The West Partnership's

bid for 2020 – 2023 is £1,339,000. The Scottish Government has indicated that the same level of funding as 2019-20 will be allocated to each RIC on a pro rata basis until the end of the current financial year. A meeting has been convened to discuss the implications of such should there be no funding beyond 31 March 2021.

There are no financial implications directly to Renfrewshire.

2. HR and Organisational Development

None.

3. Community/Council Planning

- | | |
|---|---|
| Our Renfrewshire is fair | - <i>The appendix details a range of activities which reflect local community planning themes</i> |
| Tackling inequality, ensuring opportunities for all | - <i>The appendix details a range of activities which reflect local community planning themes</i> |
| Working together to improve outcomes | - <i>The appendix details a range of activities which reflect local community planning themes</i> |

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.

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 Lauren Johnston, Project Manager, 0141 618 4023, lauren.johnstone@renfrewshire.gov.uk.

Children's Services

LJ

14/9/2020

Author: Lauren Johnston, Project Manager, 0141 618 4023.

The West Partnership Plan 2020-23

The Road to Renewal:
Our Response to Covid-19

EQUITY, EXCELLENCE
AND EMPOWERMENT



GLASGOW
CITY REGION
Education

Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2020 – 2023.

Since its establishment in 2017, the West Partnership has drawn together the eight high-performing partner authorities of the City Region. Strong bonds have been established across our individual authorities and the growth in collaborative working enhances and supports our drive towards continued improvement in the outcomes for all of our region's children and young learners.

This latest plan, spanning from 2020-23, continues to set out our driving vision for Equity, Excellence and Empowerment across all eight partner authorities. In addition, our plan takes due account of the recent and ongoing challenges resulting from Covid-19. Threaded throughout the plan is a clear commitment towards support and recovery.

From the early days of the West Partnership, we have implemented several ambitious programmes and improvement activities. These have been targeted at securing improvements where they are most needed, taking very good account of the existing self-awareness which we have, of our many areas of strength. We are clear that the main goal of the Partnership is to add further value to our existing strengths and achievements to the benefit of learners across each of our partner authorities.

Staff from a range of different roles and sectors throughout the region have continued to benefit from the many opportunities which they have had to work collaboratively and in a true spirit of cooperation. With over 1000 schools and early years' centres, we fully recognise the scale and level of diversity across the Partnership. These provide both challenges and opportunities. We understand that what works in one school or setting may not be as successful in other places. Nevertheless we have embraced opportunities of working collaboratively, in sharing good practice and ideas, across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences and to be imaginative will lead to further improvements in practice across our schools and early years' centres.

Equity, Excellence and Empowerment continue to be the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities. This plan also outlines our approaches to ensuring recovery as a result of the specific challenges brought by Covid-19. All of us in the West Partnership, practitioners and learners alike, are learning to work in new and different ways. Our plan for 2020-23 outlines how we will provide support during these times, by promoting strong and effective leadership at all levels and through collaborative and flexible approaches to learning and teaching. I am proud to present our plan for recovery and renewal to you.

Councillor Jim Paterson, Convenor of the West Partnership

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Introduction

As a Regional Improvement Collaborative (RIC), we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. At all levels, the focus on engaging with our children, young people and families is evident and we aim to enhance the support from local authorities in our collective response, recovery and renewal through and out of the pandemic.

We know that, as a profession, educators are forever learning and striving to improve. As a result, we are continuing to explore a range of mechanisms, making effective use of digital technologies, to deliver virtual learning opportunities to colleagues across the West Partnership and have created a number of virtual networks which enable group meetings and discussions.

We hope that by focusing on these key areas, we continue to offer practical input which allows colleagues to engage with us in ways which suit them best at this time and which capture and build on the new practices that have developed and are continuing to develop as a result of Covid-19.

We are already seeing signs of our digital presence working to support the Partnership's objectives. Subject networks have now grown to over 1800 members and continue to grow every day. We are beginning to see practitioners from across Scotland join our subject networks to share emerging practices in these challenging times.

In our relentless focus towards recovery, we have also released research papers which summarise and share existing knowledge on approaches to remote and flexible models of learning. These have been well received, with both papers receiving a significant level of attention across our social media platforms. Our online presence is growing and as we continue to meet the needs of practitioners, we will develop further our approaches, building on our existing effectiveness across online platforms.

In moving ahead, we fully recognise the need for recovery and renewal. As a result, our plan for 2020-23 demonstrates a more streamlined and sharper focus towards achieving our key objectives. The six workstreams outlined in our previous plan for 2019-22 have now been reduced to three, although much of the work will continue as can be seen in the strategic Action Plans, below. This approach will allow us to adapt with agility to any resurgence of Covid-19, building on lessons learned and enables our educators to benefit from the West Partnership's offers as a demonstration of the country's recovery and renewal.

Mhairi Shaw, Regional Lead Officer, West Partnership

Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of collaborative working across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

Our plan for 2020-23 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic. We will work collaboratively to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Following the publication of our previous Regional Improvement Plan (2019-22), we have continued to put in place the systems and frameworks to help us deliver on our vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). We know too that improvement isn't just something we can drive from the centre. We believe firmly that through empowerment, we can shift the ownership of change and enable our staff to take collective action to deliver on our ambitious agenda and targets.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, we know that if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. By doing this, we are confident that this will lead to improvements in learners' achievements and attainment. In the longer term, we aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through our professional learning offer.

In recent years, the concept of teacher agency, where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues, has become more common. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

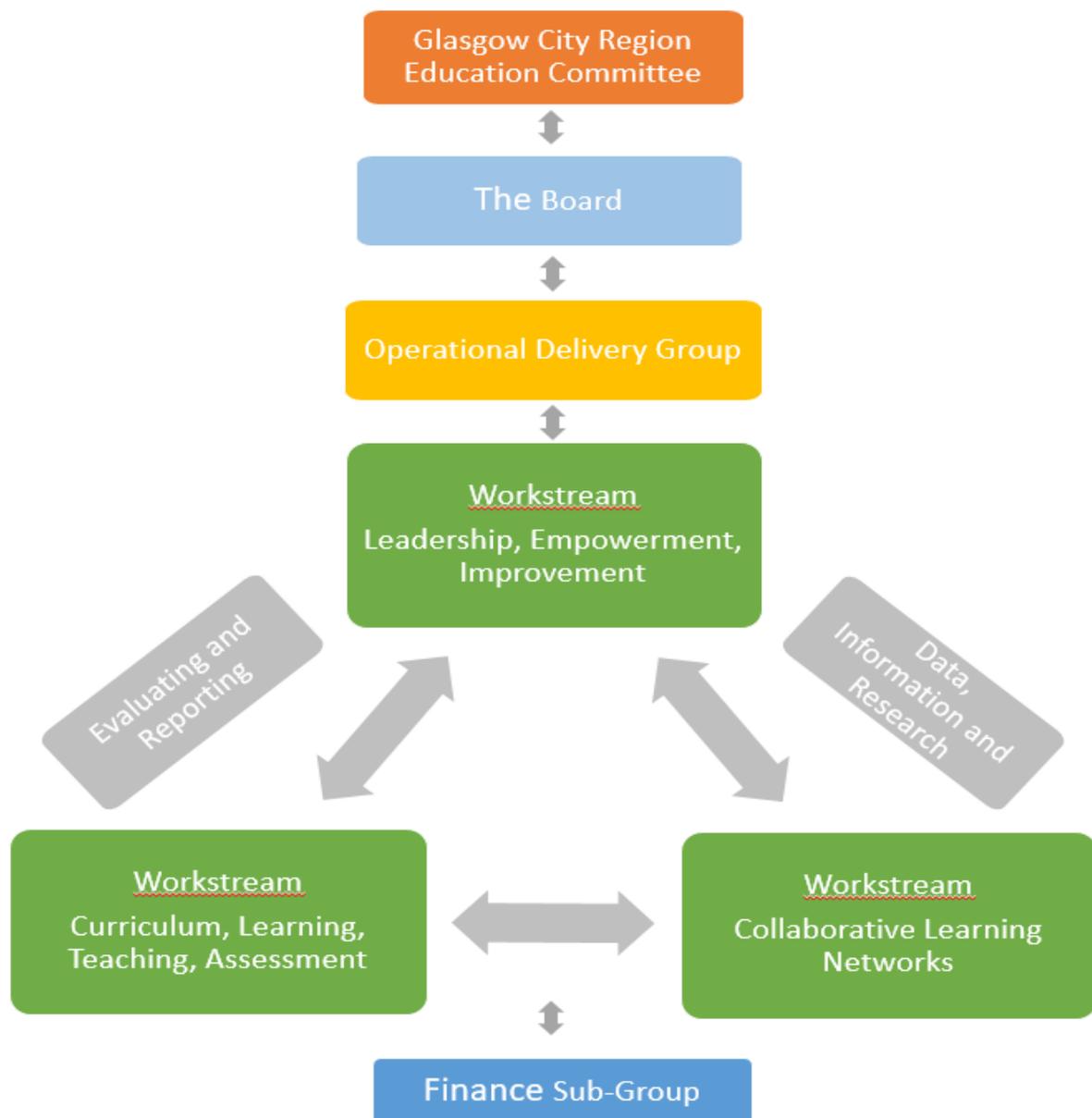
Each of the workstreams outlined later in this document has a clear link to our vision, identifying how, through their actions, they will contribute to achieving equity, excellence and empowerment. An underpinning emphasis is given to recovery and to ensuring that all learners across our partner authorities continue to experience high-quality learning experiences and outcomes despite the ongoing context of Covid-19.

Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

Through a wide ranging review process, a revised governance and operational structure has evolved and been agreed by the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

The agreed governance and operational structure is set out in more detail below:



Regional Education Committee

The West Partnership is overseen by the Glasgow City Region Education Committee ('the Committee'), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:

- East Dunbartonshire Council Cllr Jim Goodall
- East Renfrewshire Council Cllr Paul O'Kane
- Glasgow City Council Cllr Chris Cunningham
- Inverclyde Council Cllr Jim Clocherty
- North Lanarkshire Council Cllr Frank McNally
- Renfrewshire Council Cllr Jim Paterson (Convener)
- South Lanarkshire Council Cllr Katy Loudon
- West Dunbartonshire Council Cllr Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that a headteacher representative and Professional Association/Trade Union representative should both be co-opted, as outlined in the revised Terms of Reference.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

West Partnership Board

The West Partnership Board ('the Board'), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and has professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Specific, identified Board members link with each workstream, and have responsibility for the direction of that workstream and for reporting to the Board on its progress. Lead Officers support each Board member with this work and provide leadership for the working groups associated with a given workstream. Working groups have representation from each local authority.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the Operational Delivery Group, led by the Senior Partnership Officer, has responsibility for the delivery of the Regional Improvement Plan.

The seconded Lead Officers, with responsibility for the delivery of each workstream, work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland attends the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

Specialist Groups

In addition to the groups identified above, a number of groups and forums have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board, as required.

These networks include, although are not limited to, the following specialist areas:

- Early Learning and Childcare
- Educational Psychology
- Additional Support for Learning (ASL)
- Home Education Network
- Community Learning and Development
- Health and Wellbeing

Developing Through Consultation – Future Plan Development

The West Partnership is committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead. This is now supplemented by our Communications Strategy.

As we have implemented our Stakeholder Engagement Strategy throughout 2019 – 2020, we have captured the views of participants and established a number of forums to ensure a level of ongoing consultation with specific stakeholder groups, including:

- Headteachers (ELC, primary, secondary and ASL);
- Professional associations and trade unions;
- Parents and carers; and
- Young people, through our ongoing engagement with the MSYPs (Members of the Scottish Youth Parliament) from across the eight authorities.

It is envisaged that, on a three-yearly basis, a wider regional survey / consultation will take place, with all stakeholder groups having the opportunity to participate. This is consistent with the three-yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

Communication is key to the success of any organisation and especially one with the scale and diversity of the West Partnership. As such we will continue to develop our approaches and communications channels to ensure we keep our stakeholders both informed and involved in shaping our offer.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

'Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan.'

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. To that end, the Evaluating and Reporting Workstream now has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership. Evaluation reports now include updates on the progress of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021.

Critical Indicators

The high level indicators set out below have been agreed as key measures which will allow the West Partnership to report on the impact of its work with schools.

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

* Availability of data for 2019-20 has been affected by Covid-19.

The Plan on a Page

Leadership, Empowerment and Improvement

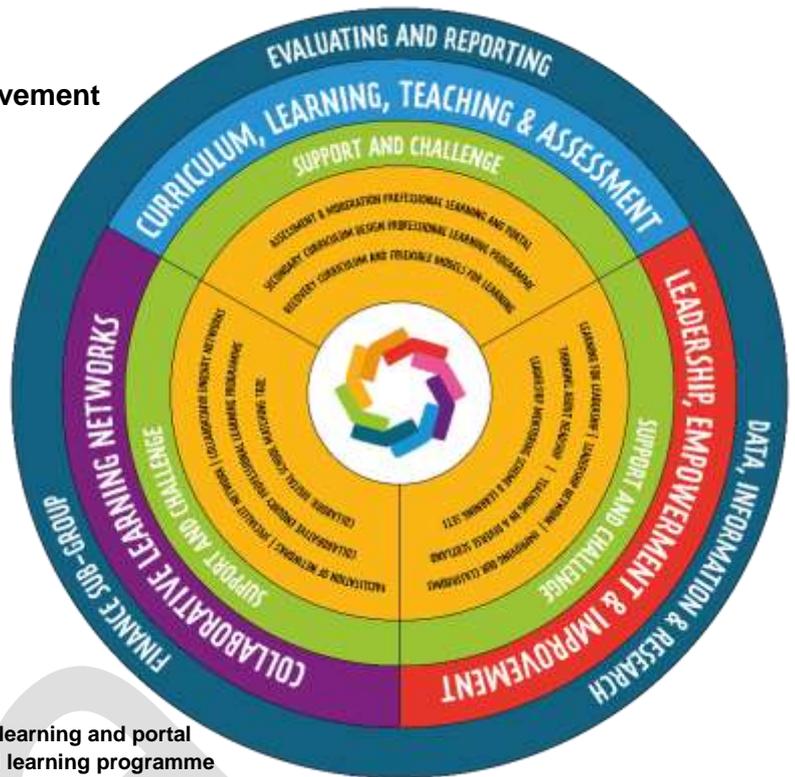
- Leadership Mentoring Scheme
- Leadership Learning Sets
- Learning for Leadership
- Thinking About Headship
- Leadership Networks
- Improving Our Classrooms
- Teaching in a Diverse Scotland

Curriculum, Learning, Teaching and Assessment

- Assessment and moderation professional learning and portal
- Secondary curriculum design professional learning programme
- Recovery curriculum and flexible models of learning
- Specialist networks support and development

Collaborative Learning Networks

- Facilitation of networks
- Support and development of collaborative enquiry networks
- Collaborative Action Enquiry Professional Learning Programme
- Development and administration of Collabor8: digital school matching tool



Action Plans: Leadership, Empowerment & Improvement

Leadership, Empowerment and Improvement	Links to Board: Laura Mason, Maureen McKenna Workstream Lead Officer: Jennifer Crocket
Remit	Action
<p>Throughout 2020-2023, ensure that leaders across the West Partnership are well informed of evolving leadership pathways and opportunities.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	<ol style="list-style-type: none"> 1. Continue to offer a Leadership Coaching and Mentoring Scheme to support and develop school leaders, their skills and abilities. 2. Continue to offer facilitated Leadership Learning Sets which create opportunities for school and establishment leaders to work collaboratively across the West Partnership in order to address leadership-related challenges. 3. Offer a Learning for Leadership Programme which supports school and establishment leaders to drive improvement within their settings specifically in relation to outcomes for children and young people. 4. Establish a Thinking about Headship Programme to support deputy headteachers within the West Partnership in considering their career pathway and preparation for next steps. 5. Create Virtual Leadership Networks open to all headteachers and deputy headteachers to allow for effective collaboration across the West Partnership, particularly in planning for and navigating Covid-19 recovery and renewal. 6. Continue to offer leadership learning activities through Improving Our Classrooms - an accredited professional learning programme for classroom teachers which aims to improve their classroom practice through enquiry-based study and application. 7. Address the recommendations from the Teaching in a Diverse Scotland Report and support the development of a greater understanding of the context of Leadership for BME staff and learners across the region and create a bespoke leadership training programme for BME practitioners.
Support Agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Support the facilitation of leadership learning opportunities across the West Partnership.

Action Plans: Curriculum, Learning, Teaching & Assessment

<p>Curriculum, Learning, Teaching & Assessment</p>	<p>Links to Board: Tony McDaid, Jacqui MacDonald</p> <p>Workstream Lead Officer: John Stuart</p>
<p>Remit</p> <p>The key aim of this workstream is to grow an empowered learning system which provides the best possible curriculum for children and young people, promoting recovery.</p> <p>With its focus on developing a system which supports children and young people to mitigate the impact of Covid-19, it also aims to ensure excellence and equity for all.</p> <p>Link to Vision</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	<p>Action</p> <ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of Assessment and Moderation and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the region. Launch the West Partnership Moderation Portal. 2. Deliver professional learning and enquiry opportunities for leaders to engage with effective approaches to Curriculum Design in Primary, ELC and ASL settings and create a curriculum rationale which is fit for purpose in the context of recovery and renewal. 3. Deliver a Secondary Curriculum Design professional learning programme to senior leaders to support participants to develop the skills and network contacts to promote appropriate and progressive curriculum structures across the WP. 4. Through professional enquiry and collaboration, support establishments to create Flexible Models of Learning, including the launch of the West Partnership Online School (West OS). 5. Continue to develop self-sustaining Subject/Specialist Networks.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team:</p> <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice and support practitioners to understand better what highly-effective learning, teaching and assessment looks like, including a particular focus on digital learning and teaching. • Share evidence from inspection of highly-effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject and specialist networks to grow into self-sustaining learning systems.

Action Plans: Collaborative Learning Networks

Collaborative Networks	Links to Board: Mhairi Shaw, Ruth Binks Workstream Lead Officer: Helen Brown
Remit Throughout 2020- 2023 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership. Link to Vision: <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	Action <ol style="list-style-type: none"> 1. Continue to facilitate and support networks including for practitioners, facilitators and forums which empower children, young people and families to participate in and influence the West Partnership. 2. Support and development of Collaborative Enquiry Networks to investigate and implement interventions that will improve outcomes for children and young people. 3. Continue to develop the Collaborative action enquiry professional learning programme. 4. Continue to develop and implement Collabor8 as a digital platform that matches schools and early learning centres with shared interests to collaborate on enquiry projects.
Support agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> • Identify relevant research. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools. • Provide and support professional learning opportunities.

Action Plans: Evaluating and Reporting

<p>Evaluating and Reporting</p>	<p>Links to Board: Steven Quinn, Derek Brown</p> <p>Workstream Lead Officer: Lauren Johnston</p>
<p>Remit</p> <p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact.</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Recovery 	<p>Action</p> <ol style="list-style-type: none"> 1. Review and maintain the critical indicators that have been set to measure the impact of the partnership’s improvement agenda. These will include a mixture of qualitative and quantitative indicators. 2. Establish and maintain processes and tools for gathering quantitative and qualitative evidence to measure and describe the impact of the work in the Partnership. 3. Produce regular reports for a range of audiences including Board, Committee and Scottish Government and an annual evaluation report detailing the successes and achievements of the Partnership’s improvement agenda. 4. Support individual workstreams to define specific indicators aligned to their areas of priority. 5. Support with the development of the FOCUS tool across the West Partnership. 6. Collate and analyse evaluative data following all events. 7. Work in collaboration with the Research and Impact Officer to conduct and report on evaluation activities to support continuous improvement and understanding impact. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work.
<p>Support agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team:</p> <ul style="list-style-type: none"> • Analyse all West Partnership inspection and review reports at the end of each session. • Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within the Learning Directorate.</p>



To: Education and Children's Services Policy Board

On: 29 October 2020

Report by: Director of Children's Services

Heading: West Partnership Improvement Collaborative: Evaluation Report 2019-2020

1. Summary

- 1.1. The purpose of this report is to inform the Education and Children's Service Policy Board of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2019 - 2020.
-

2. Recommendations

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

3. Background

- 3.1. The West Partnership Regional Improvement Collaborative (RIC) is made up of eight authorities which are East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 3.2. The West Partnership has a clear vision which is focused on embedding equity, excellence and empowerment. Through building a culture of collaboration, the Partnership aims to improve learning experiences and increase attainment continually for every learner across the region.
-

4. Progress

- 4.1. The paper attached (Appendix 1) reports on the progress with and impact of the Improvement Plan for 2019 - 2020.

- 4.2. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each council area considers the report through its own local governance arrangements.
- 4.3. The report evaluates the work of the Partnership under the following key headings:
 - BGE attainment
 - Senior phase attainment
 - Poverty-related attainment gap
 - Positive destinations
 - Targets 2019-2020
 - Workstream Highlights
 - Leadership, Empowerment and Improvement
 - Curriculum, Learning and Teaching and Assessment
 - Collaborative Learning Networks and Families and Communities
- 4.4. Overall, the West Partnership made very good progress implementing its Regional Improvement Plan, despite the impact on delivery caused by COVID-19.
- 4.5. The reach of the Partnership has increased this year. Over 3180 participants attended a West Partnership event this session. Colleagues from Renfrewshire attended the “An Empowered Primary Curriculum Leadership and Innovation” Conference as well as the “Early Learning and Childcare Festival”. The events encouraged participants to engage in dialogue and share good practice with colleagues from different authorities.
- 4.6. Some highlights include the development of the FOCUS tool which is a one-stop data sharing tool. The tool will allow Renfrewshire schools to analyse, interpret and compare their data and equity profile with similar schools across the West.
- 4.7. The Moderation Portal was created as a digital professional learning tool to develop a shared understanding of standards in the broad general education (BGE). The portal offers Renfrewshire practitioners the opportunity to practice moderating learning, teaching and assessment experiences and to upload experiences for moderation.
- 4.8. Home-link colleagues, including practitioners from Renfrewshire, participated in professional development to deepen their understanding of the impact of poverty and increase their confidence in being able to identify, implement and measure an intervention that will support families.
- 4.9. Young people from Renfrewshire collaborated with peers from across the Partnership in a Youth Voice event to explore interesting practice around teaching and learning of the PSE Curriculum. Youth Ambassadors collected data from their own authorities to gauge the views of young people and examples of their recommended practice.
- 4.10. High level indicators enable the West Partnership to report on the impact of its work with schools.

- 4.11. The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.
- 4.12. The attainment gap in Literacy and Numeracy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points and 1.7 percentage points respectively.
- 4.13. The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.
- 4.14. The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased over the last 5 years. This is a similar picture for leavers achieving 3 or more passes and 5 or more passes at SCQF Level 6.
- 4.15. In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average. The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.
- 4.16. The report has been submitted to Education Scotland and the Scottish Government.
- 4.17. The latest version of the West Partnership's Improvement Plan 2020 – 2023 is the subject of a separate paper to this committee.

Implications of this report

1. **Financial**
No financial implications.
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 community planning themes*
 - 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.

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 Lauren Johnston, Project Manager, 0141 618 4023, lauren.johnstone@renfrewshire.gov.uk.

Children's Services

LJ

14/9/2020

Author: Lauren Johnston, Project Manager, 0141 618 4023.

West Partnership



EVALUATION OF THE REGIONAL
IMPROVEMENT PLAN 2019-2020



How to connect with us



www.westpartnership.co.uk



/ wp_education



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Introduction



The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

This report is structured under this vision and details progress over the academic year 2019-2020 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2019-2022.

Through the implementation of our plan, there are very strong examples of how the work of the Partnership is enhancing the efforts of each local authority to improve attainment and achievement for all (excellence) while closing the poverty-related attainment gap (equity). We are shifting the ownership of change and enabling our staff to take collective action to deliver on this (empowerment).

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Coronavirus pandemic has been profound, and presented us with unparalleled challenges. The school and early learning and childcare closures in March 2020, resulted in significant changes in working practices and routines.

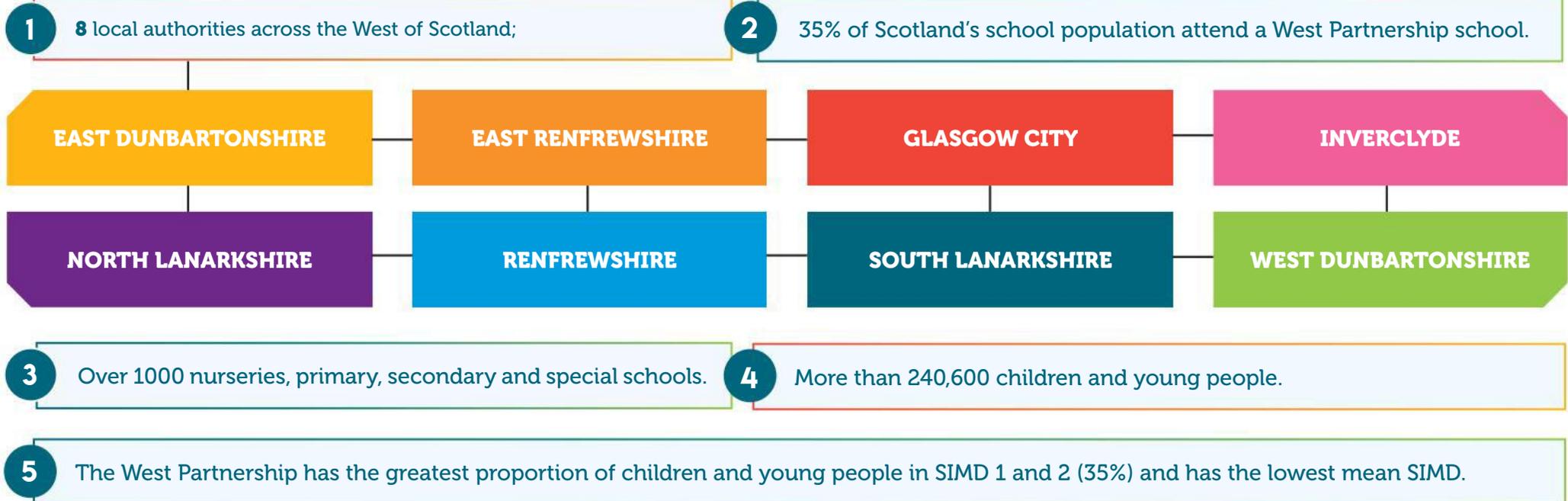
Despite these challenges however, very good progress has been made, of which we are very proud. Furthermore, the incredible efforts of staff in providing high quality remote learning experiences during lockdown, are greatly appreciated and speak volumes for their commitment to the children and young people of the West. We would also like to take this opportunity to thank parents and carers for all they have done to support their child's learning during this crisis.

As a Regional Improvement Collaborative (RIC) we are fully aware of the pressures that all education staff are facing moving forward. However, more than ever, the West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement in educational experiences and outcomes. Our children, young people and staff are at the heart of everything we do and we will ensure that there is no poverty of aspiration, ambition or opportunity for the children and young people of the West.

Mhairi Shaw



Context & Priorities



Equity, Excellence and **Empowerment** encapsulates the culture we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

We will build on existing practice to create a learning system which will promote a culture of collaboration, learning and encourage improvement and challenge at all levels from the classroom to directorate. Through empowering our stakeholders, we aim to shift the ownership of change.

Success & Achievements



THE REACH OF THE PARTNERSHIP HAS SIGNIFICANTLY INCREASED THIS YEAR:

OVER 3180 PARTICIPANTS ATTENDED A WEST PARTNERSHIP EVENT

- 228 practitioners attended “An Empowered Primary Curriculum Leadership and Innovation” Conference.
- 709 practitioners attended the “Early Learning and Childcare Festival”.

OVER 1800 PRACTITIONERS HAVE TAKEN PART IN SUBJECT NETWORK FORUMS

- From April to June 2020 membership of the subject networks increased by 262%
- 17 local authorities outwith the West Partnership participated, demonstrating that we are looking outwards and learning from others and our reach is now beyond our boundaries.

MORE THAN 700 INDIVIDUALS SUBSCRIBED TO THE QUARTERLY NEWSLETTER

OVER 3500 TWITTER FOLLOWERS

- Remote Learning research paper viewed by over 11,000 individuals.
- 737 practitioners participated in a series of seminars on Remote Learning.

“Informative, refreshing and inspiring - especially hearing from pupils.”

“This afforded me an opportunity to deliver my work to a broader audience than is always possible. The event had an empowering feel which helped bring delegates with a pro-active attitude to the workshop.”



“Excellent opportunity for the children to develop skills for life and work and the 4 capacities in practice. An experience they will definitely remember.”

THIS YEAR, THE PARTNERSHIP HAS SUCCESSFULLY COLLABORATED AND ADDED VALUE BY:



UPSTREAM BATTLE

52 participants from early years, primary and secondary establishments took part in the programme delivered in partnership with Keep Scotland Beautiful.

The programme aims to raise awareness, gather evidence and inspire action to prevent marine litter at source.

Supporting staff to build effective STEM and Learning for Sustainability into learning experiences for children and young people.

The full evaluation report can be accessed here: [Insert link](#)



THE MODERATION PORTAL was created as a digital professional learning tool to develop a shared understanding of standards in the broad general education (BGE).

This includes access to PowerPoints that offer professional learning activities linked to developing skills related to the Moderation Cycle.

Offers practitioners the opportunity to practise moderating learning, teaching and assessment experiences and to upload experiences for moderation.

[Insert link](#)

YOUTH VOICE EVENT

28 young people from the West collaborated together to explore interesting practice around teaching and learning of the PSE Curriculum.

Youth Ambassadors collected data from their own authorities to gauge the views of young people and examples of their recommended practice.

DEVELOPMENT OF THE WEST PARTNERSHIP FOCUS

A one-stop data tool to enable schools to analyse, interpret and compare their data and equity profile with similar schools across the West.



Ongoing development of research papers and reviews to inform practice and next steps

Very strong partnership and collaboration with Education Scotland and the University of Glasgow Robert Owen Centre.

IMPROVEMENT THROUGH EMPOWERMENT

Building on similar successful activities, 20 school leaders took part this session in opportunities to share good practice and to develop their skills in learning observation and evaluative writing. Participants were supported by HM Inspectors and encouraged to visit different schools across the Partnership observing lessons.

School leaders developed an understanding of current national expectations and applied HGIOS²⁴ in evaluating learning and teaching in a real context. This allowed for the future development of new practices within their own establishments and enhancing the support available and mechanisms designed to close the poverty-related attainment gap where relevant. It also led to partnerships between schools which collaborated to self-evaluate to improve learning and teaching.

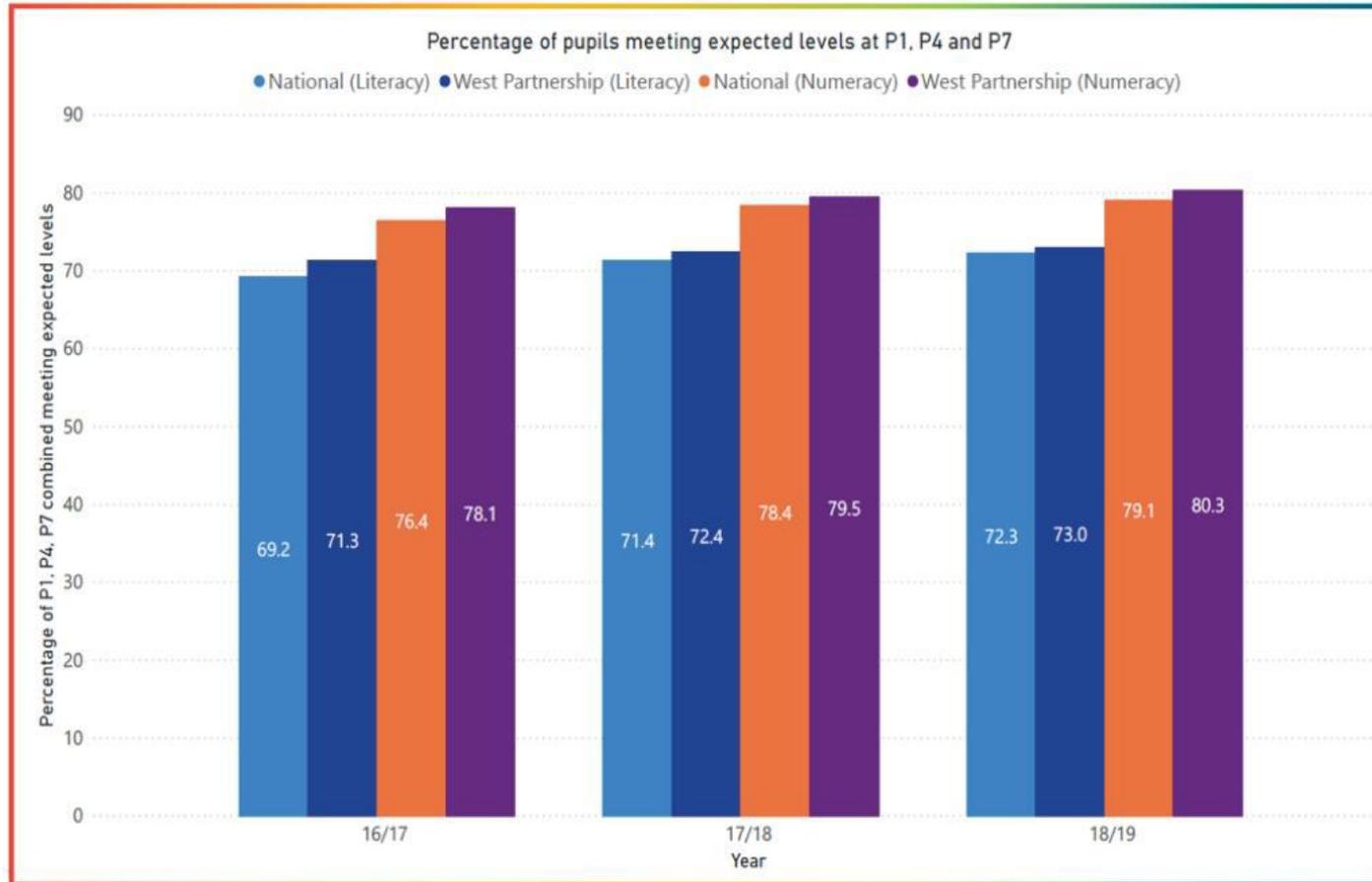
How did the West compare nationally?



BGE ATTAINMENT

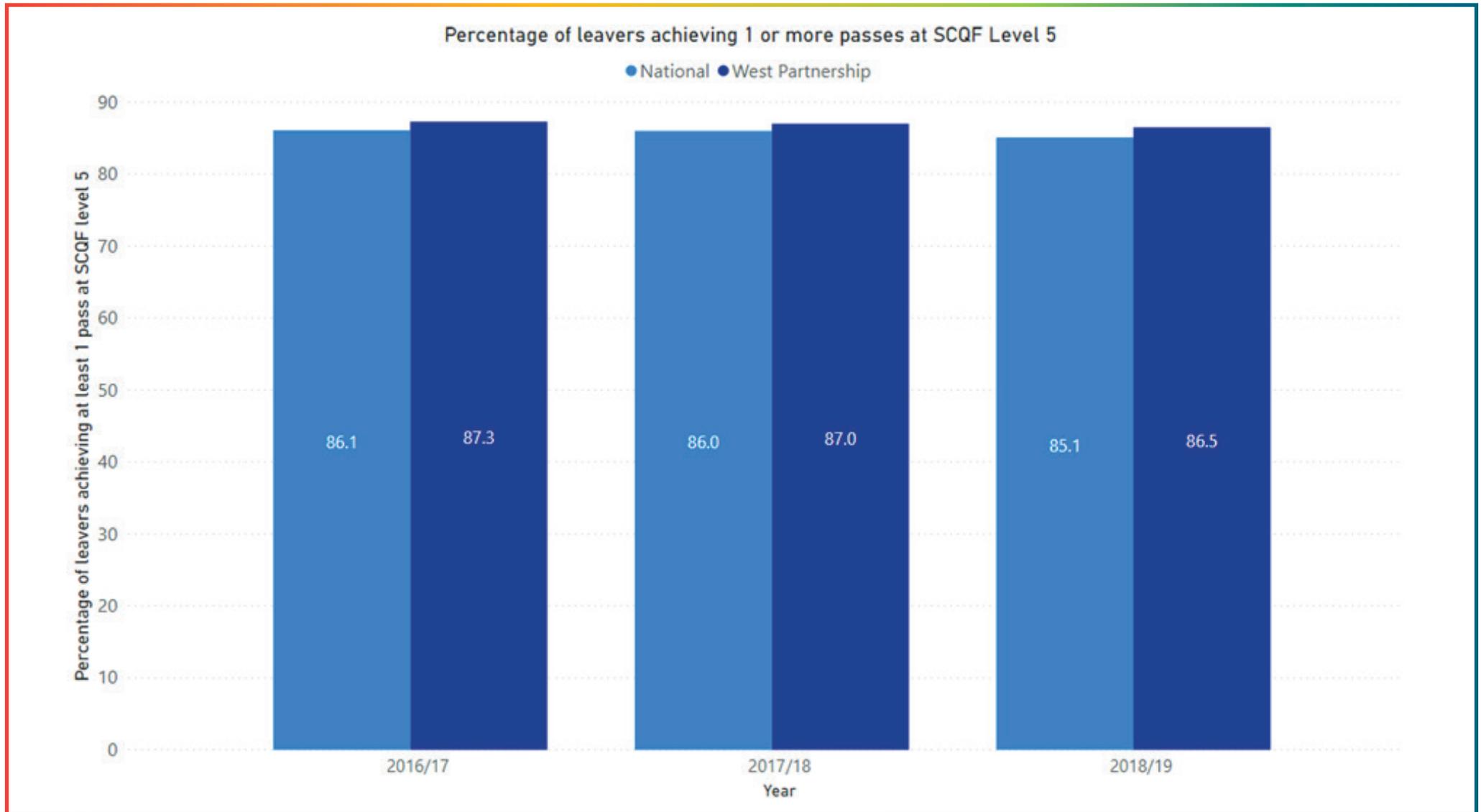
The Curriculum for Excellence (CfE) data, which is used to analyse improvements in attainment and achievement in the broad general education (BGE), was not updated. As a result, the 2019-2020 BGE data is not included in this report.

The West Partnership has performed consistently better than the national average in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.



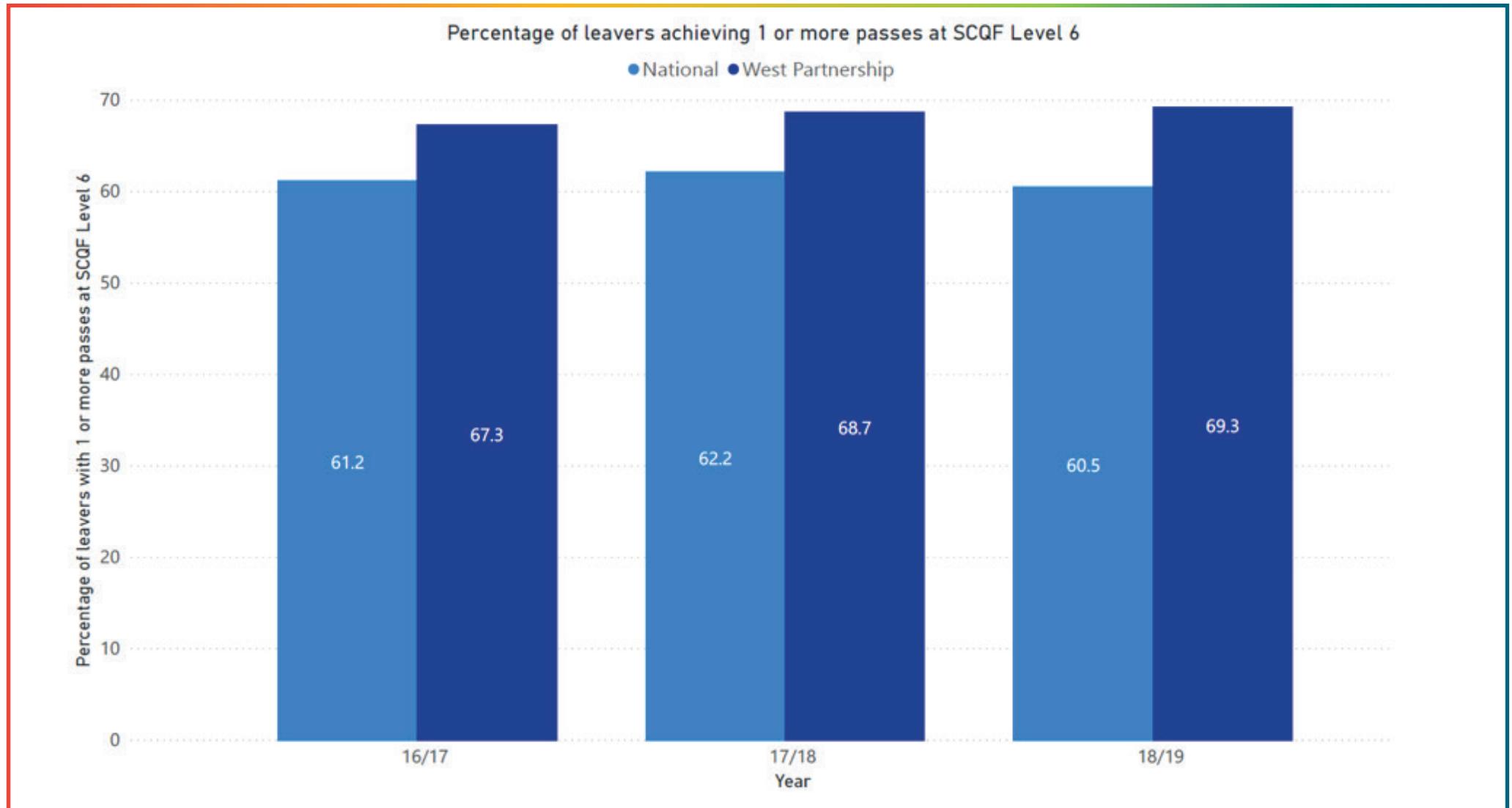
SENIOR PHASE ATTAINMENT

The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.



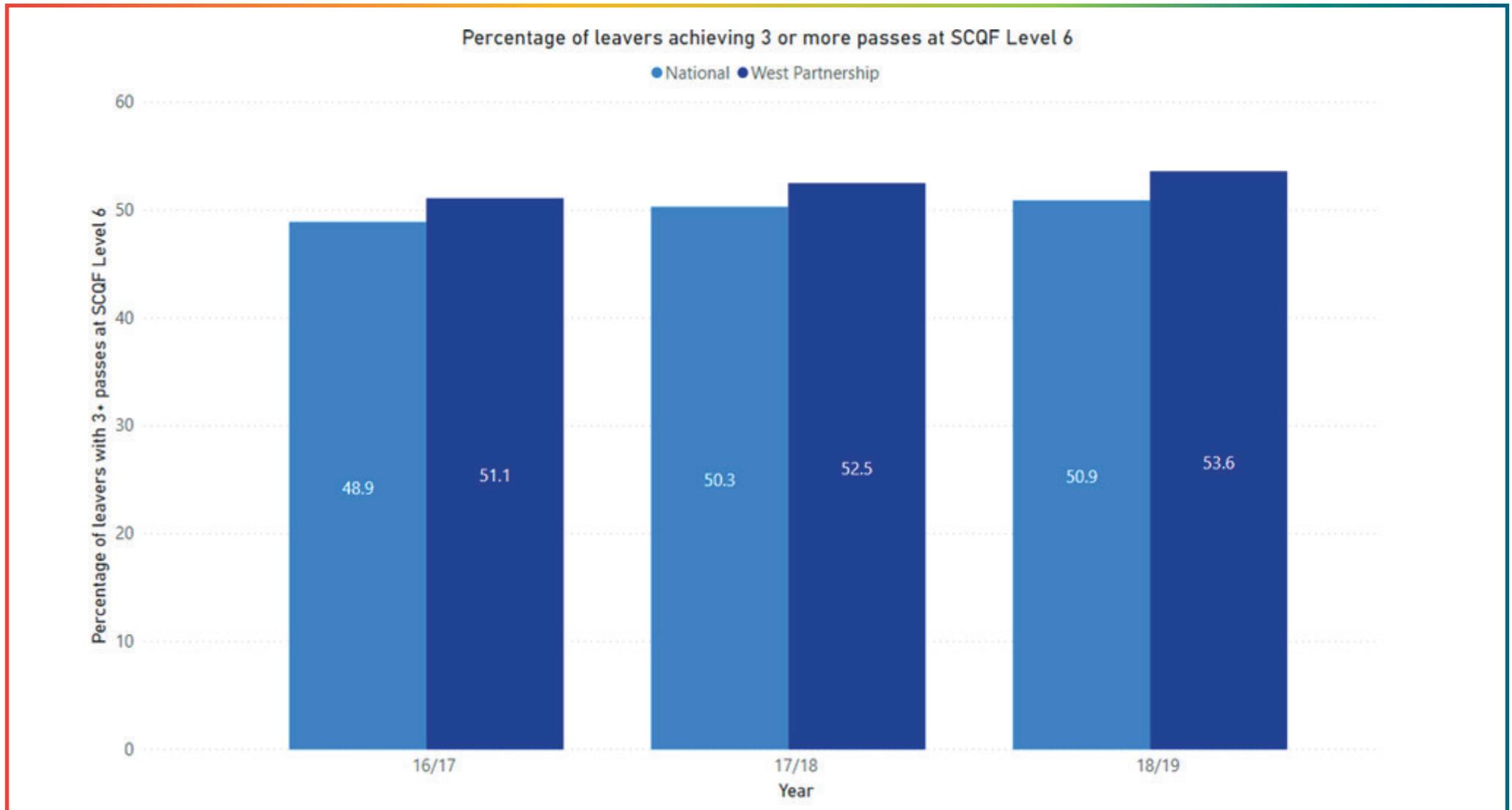
SENIOR PHASE ATTAINMENT

The West Partnership consistently performs above national in the percentage of leavers achieving 1 or more passes at SCQF level 6. There has been an increase in this measure within the West Partnership of 2 percentage points over 3 years, compared with a marginal decrease nationally.



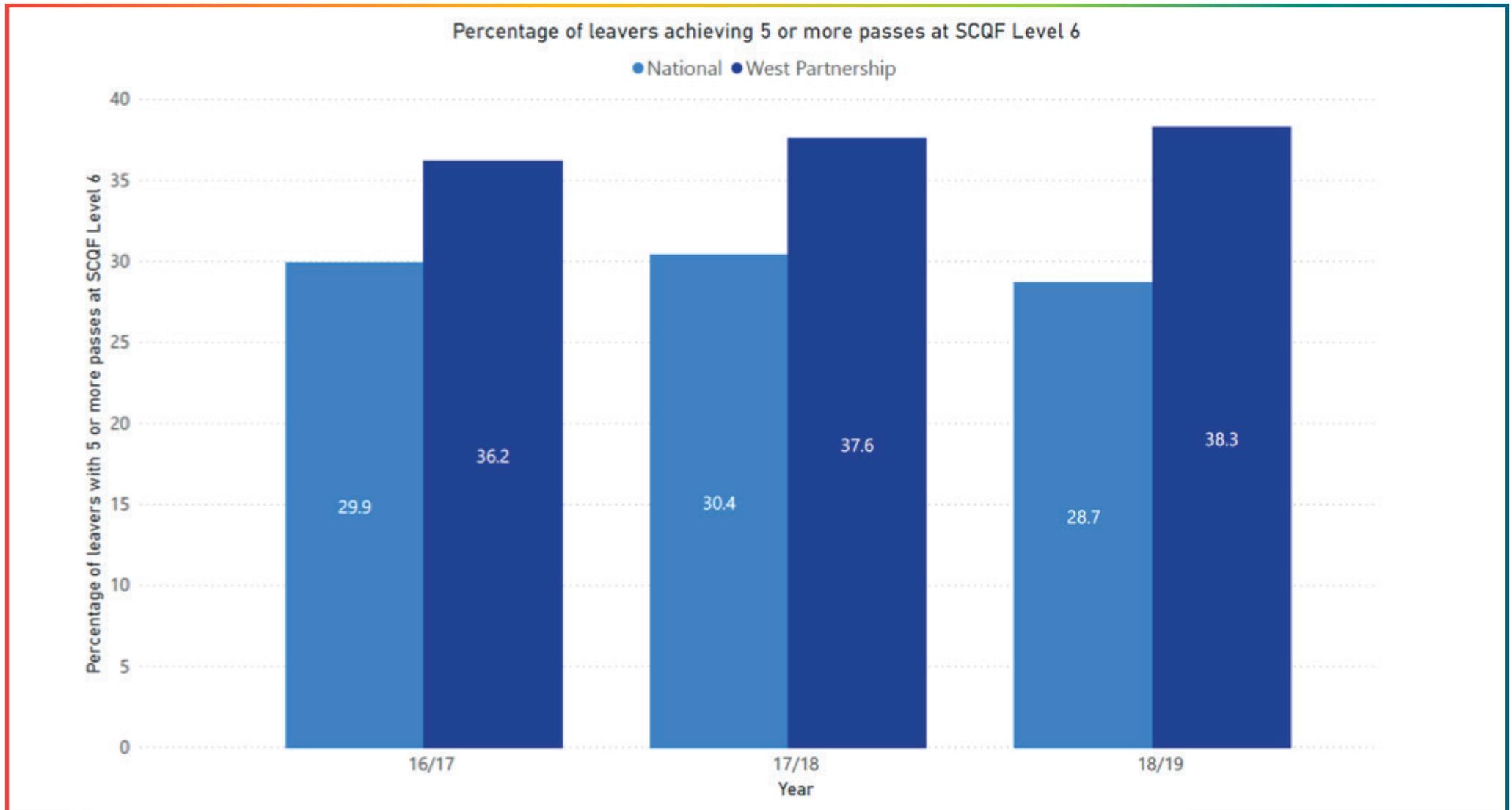
SENIOR PHASE ATTAINMENT

The West Partnership consistently performs higher than national in the percentage of leavers achieving 3 or more passes at SCQF level 6. There is an increasing trend within this measure in the West Partnership, with an increase of over 2 percentage points since 2016/17.



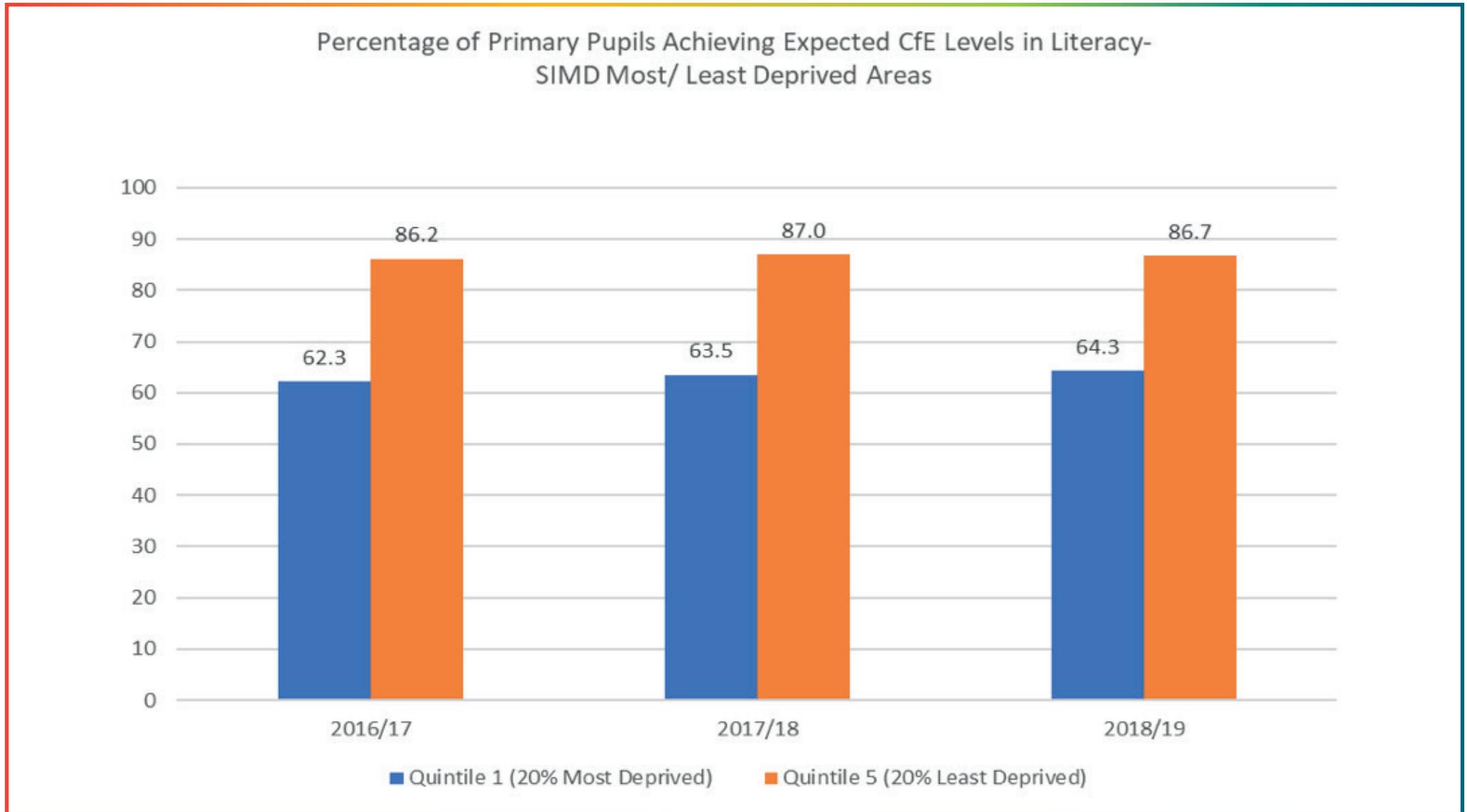
SENIOR PHASE ATTAINMENT

The proportion of leavers achieving 5 or more awards at SCQF level 6 is consistently higher in the West Partnership than nationally. This gap has continued to widen over 3 years, with the West Partnership figure in this measure nearly 10 percentage points above national in 2018/19.



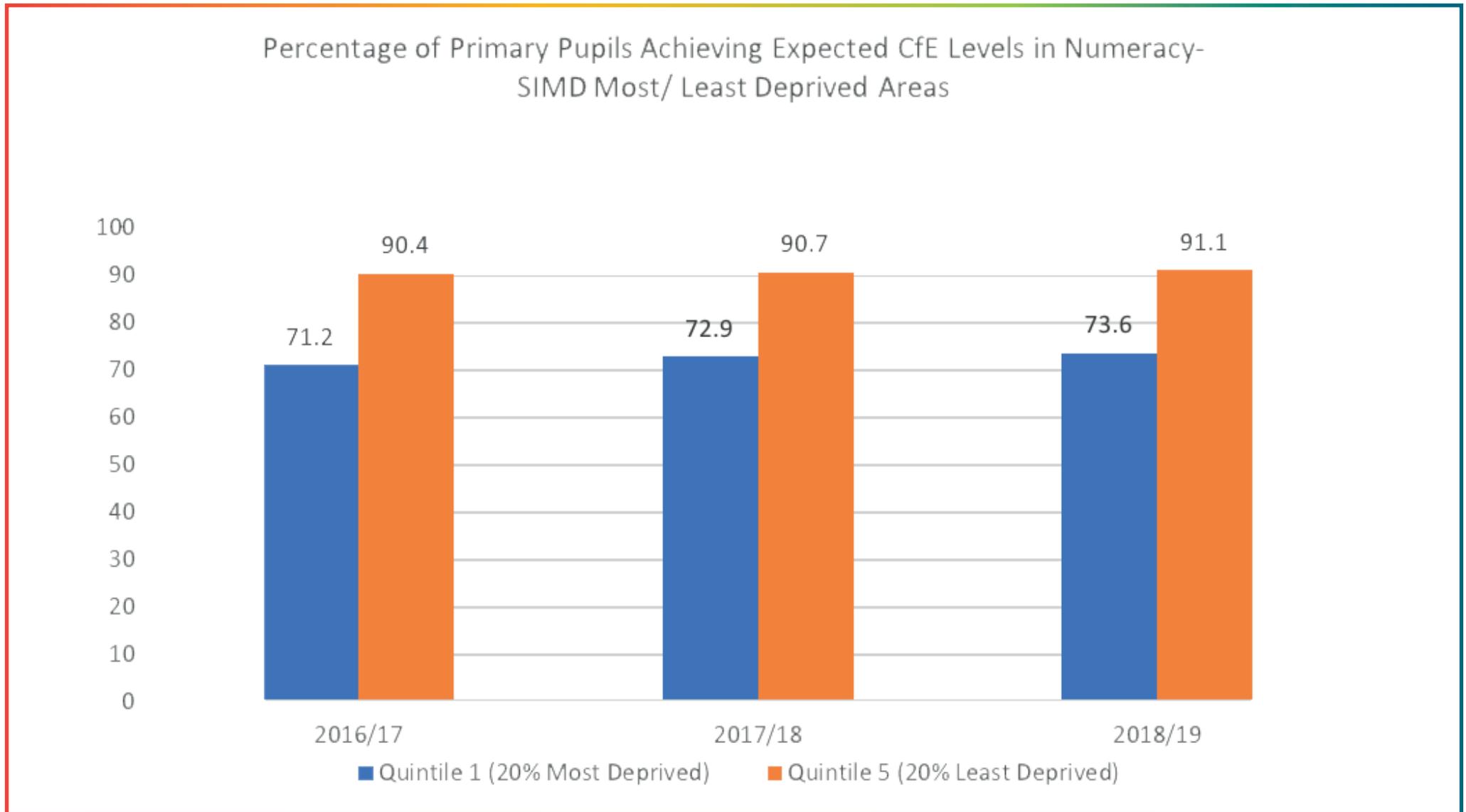
POVERTY-RELATED ATTAINMENT GAP

The attainment gap in literacy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points.



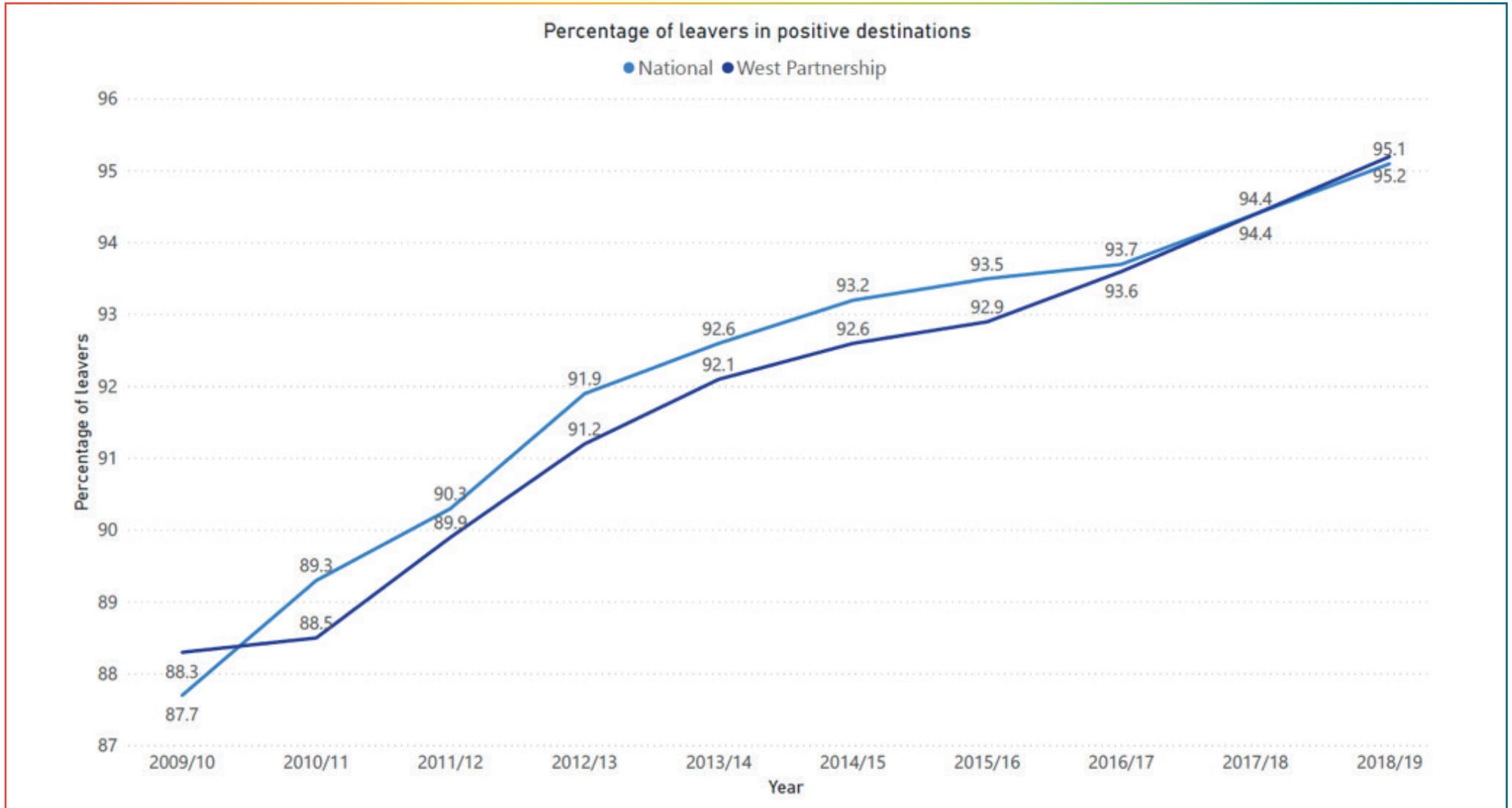
POVERTY-RELATED ATTAINMENT GAP

The attainment gap in numeracy between the 20% most deprived and 20% least deprived has reduced 1.7 percentage points.



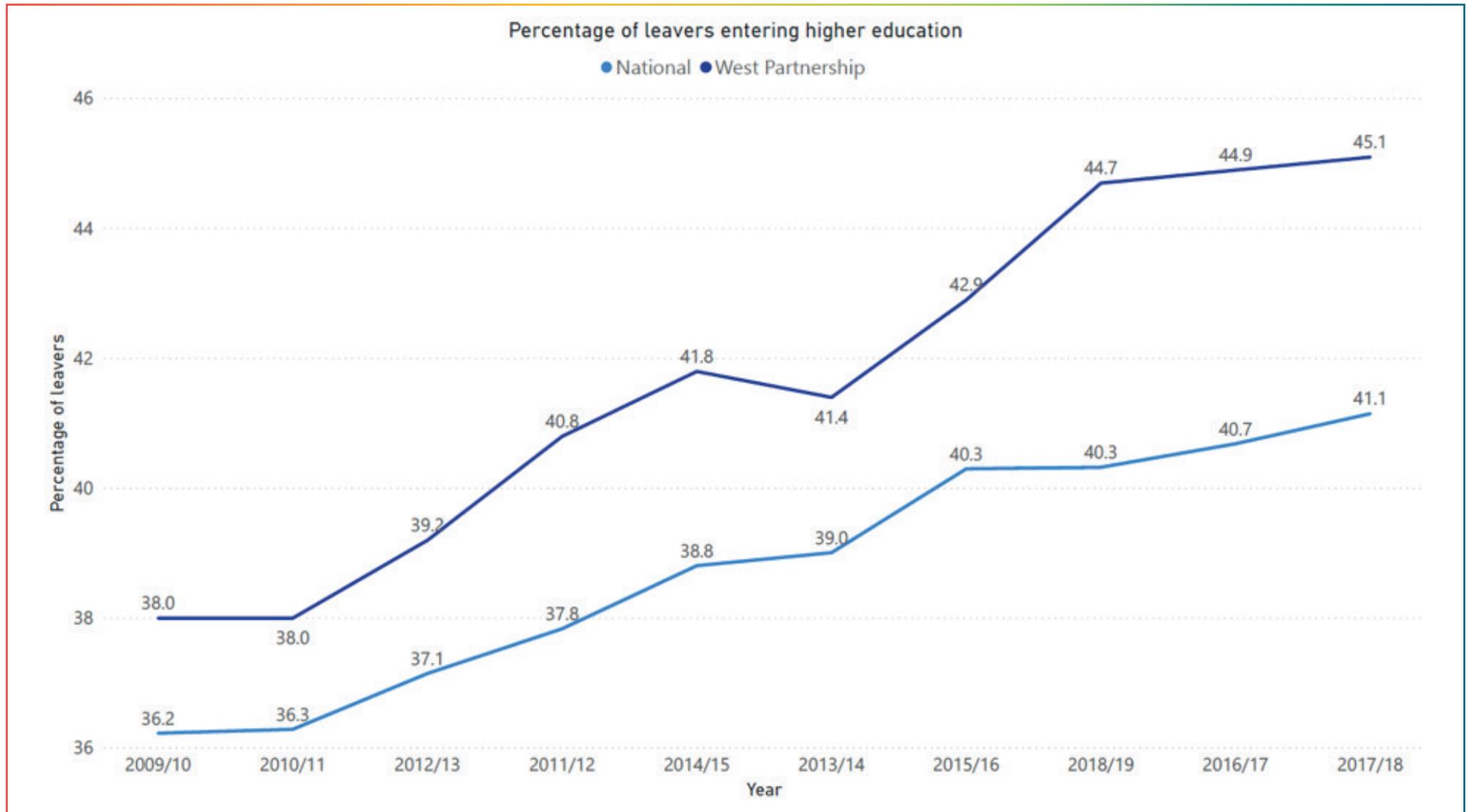
POSITIVE DESTINATIONS

In terms of positive destinations for school leavers, the West Partnership has improved rapidly in recent years moving in line with national figures. In 2018/19, the percentage of school leavers entering a positive destination increased and is marginally ahead of national for the first time.



POSITIVE DESTINATIONS

The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.



SUMMARY OF PROGRESS

High level indicators (**appendix 1**) enable the West Partnership to report on the impact of its work with schools. As this stage, several of the indicators indicate that progress is strong.

The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.

The attainment gap in literacy and numeracy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points and 1.7 percentage points respectively.

The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.

The West Partnership consistently performs above national in the percentage of leavers achieving 1 or more passes at SCQF level 6. There has been an increase in this measure within the West Partnership of 2 percentage points over 3 years, compared with a marginal decrease nationally.

The West Partnership consistently performs higher than national in the percentage of leavers achieving 3 or more passes at SCQF level 6. There is an increasing trend within this measure in the West Partnership, with an increase of over 2 percentage points since 2016/17.

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The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.



Workstream Highlights



A summary of the progress and activities undertaken to address priorities identified in the improvement plan is detailed in the following section. Workstreams have made very good progress this year. Where possible qualitative and quantitative evidence demonstrates impact on practitioners and measures of improvement. Further evaluation of the wider impact of the partnership's work on practitioners and learners is being progressed by the Robert Owen Centre, University of Glasgow.

LEADERSHIP, EMPOWERMENT AND IMPROVEMENT

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This is ensuring that practitioners are well informed of evolving career pathways and opportunities for leadership. This year, the workstream has successfully identified, shared and developed best practice in quality improvement across the Partnership.

HIGHLIGHTS

- 150 members of staff from across the West participated in Evaluative Writing Career Long Professional Learning (CLPL).
- As part of the highly evaluated Improving Our Classrooms programme, 105 participants took part from five authorities.
- 70 practitioners participated in tiered CLPL session on the Insight - Effective Use of Data.
- 38 practitioners participated in co-facilitated training around effective usage of the Broad General Education (BGE) Dashboard / Toolkit.
- 30 practitioners from all 8 authorities participated in the 9-day Evolving Systems Thinking programme developed in collaboration with Education Scotland.
- The Leadership Mentoring Scheme is implemented in 4 of the 8 local authority areas supporting more than 15 Head Teachers across the early years and primary sectors. This has continued virtually throughout the pandemic.
- Virtual Leadership Networks developed in response to an apparent gap in opportunities for Senior Leaders to share, collaborate and support each other regularly.
- Diversity Training Package offered to all local authorities for delivery including induction training for all new staff within each local authority.

FEEDBACK FROM PRACTITIONERS

"From a RIC perspective it was excellent to connect with colleagues from across the Local Authorities and to make connections and gain feedback from them. I also found it useful in strengthening my relationship with colleagues from Education Scotland".



"I feel very lucky to have been part of this experience. The colleagues I met will become friends as we move forward and develop our approaches together. Best CPD activity I have had in a long time"



CURRICULUM, LEARNING AND TEACHING AND ASSESSMENT

The workstream has made very good progress in establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. Support has been provided to schools and early learning and childcare settings to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. The workstream has successfully shared best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing.

Very good progress has been made in assessment and moderation.

HIGHLIGHTS

- High-quality assessment and moderation CLPL delivered to 748 primary, secondary and early years practitioners.
- Increased number of authorities implementing consistent models of assessment and moderation.
- Over 200 colleagues attended the highly evaluated Making Maths Count conference.
- Over 100 practitioners have participated in face to face curriculum network meetings to collaborate on the developing improved learning and teaching approaches. 700+ practitioners have participated in virtual curriculum network meetings.
- Safeguarding training delivered in collaboration with Education Scotland to support health and wellbeing.
- Strong engagement with children and young people to inform health and wellbeing workstream priority setting.
- Approaches and innovative practice to blended learning timetables and structures developed and shared during the pandemic.
- Development of a partnership Online Schools model. Over 110 volunteers have recorded curriculum content and over 200 videos are complete.



FEEDBACK FROM PRACTITIONERS

“The West Partnership model [for moderation] has been instrumental in the model I have taken forward in my authority”



“This will have a big impact on our school. We are involved in a council wide moderation project and this will support the process in school”



“Great to view and witness examples of good practice across authorities and children actively and enthusiastically leading learning”

COLLABORATIVE LEARNING NETWORKS AND FAMILIES AND COMMUNITIES

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream has successfully identified, shared and developed best practices which supports families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower young people to participate in the Partnership.

HIGHLIGHTS

- 52 establishments and approximately 110 practitioners, have completed the Professional Learning Programme in Collaborative Enquiry.
- A Community Learning and Development (CLD) conference hosted with 80 attending.
- Establishment of a CLD network to raise the awareness of the role and opportunities for partnership working.
- Home-Link professional development delivered to 22 practitioners to deepen colleagues' understanding of the impact of poverty and increase confidence in being able to identify, implement and measure an intervention that will support families.
- Through Collaborative Learning Networks workstream, 17 collaborative learning teams are being supported by 25 facilitators, including QIOs, development officers and DHTs as well as educational psychologists.
- A range of professional development delivered to support effective collaboration, developing an enquiry question and measuring impact of interventions.
- Development and sharing of more than 20 storyboards showcasing interesting practice with families and communities.
- Development of a resource to support the self-evaluation of partnership working with families and communities.



FEEDBACK FROM PRACTITIONERS

"The West Partnership professional learning for home link events were well structured...There was a real buzz about the room, everyone was really enthusiastic and keen to apply what they had learned throughout the sessions"

"I felt valued and appreciated in my role"

Next Steps and Conclusion



In April 2020, workstream outcomes were reviewed in response to Covid-19 and our learning has been incorporated into the Improvement Plan 2020 – 2023. As a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West are facing at this time. At all levels, the focus on engaging with our children, young people and families is evident and we will continue to offer additional support in this complex task.



Our plan going forward is to streamline our existing offering and harness digital technologies to achieve key objectives.

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West. The work which has been undertaken has continued to support practitioners, children and young people during what has been an exceptionally challenging time for the education sector. The Partnership has worked collaboratively to ensure that best practice is shared and greater impact is achieved across a range of educational workstreams. Collectively, we are working towards getting it right for every child.



Appendix 1

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.4	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

* Availability of data for 2019-20 has been affected by Covid-19.

