

Notice of Meeting and Agenda

Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 31 October 2019	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

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

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

Further Information

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

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

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

For further information, please either email

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

Members of the Press and Public

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

Items of Business

Apologies

Apologies from members.

Declarations of Interest

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

BUDGET MONITORING REPORTS

- | | | |
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| 1 | Revenue Budget Monitoring to 13 September 2019 | 1 - 8 |
| | Joint report by Director of Finance & Resources and Director of Children's Services. | |
| 2 | Capital Budget Monitoring Report | 9 - 14 |
| | Joint report by Director of Finance & Resources and Director of Children's Services. | |

EDUCATION

- | | | |
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| 3 | Early Learning and Childcare Entitlement - 1140
Expansion Phasing Update | 15 - 24 |
| | Report by Director of Children's Services. | |
| 4 | Examination Results 2019 | 25 - 40 |
| | Report by Director of Children's Services. | |
| 5 | Renfrewshire Attainment Challenge - End of Year
Report | 41 - 88 |
| | Report by Director of Children's Services. | |
| 6 | Inspection of Langbank Primary School | 89 - 94 |
| | Report by Director of Children's Services. | |
| 7 | Amendment to School Holiday Arrangements School
Session 2020/2021 | 95 - 100 |
| | Report by Director of Children's Services. | |

- 8 **Proposals to Consult on Catchment Reviews Affecting: 101 - 176**
Kilbarchan and East Fulton Primary Schools;
Kilbarchan and Woodlands Primary Schools; St
Margaret's and Our Lady of Peace Primary Schools;
and Johnstone and Linwood High Schools
Report by Director of Children's Services.

PERFORMANCE PLANNING

- 9 **Children's Services Service Improvement Plan 2019/22: 177 - 212**
Mid-Year Monitoring Report
Report by Director of Children's Services.
- 10 **Education Standards & Quality Report September 2019 213 - 260**
and Education Improvement Plan 2019/20
Report by Director of Children's Services.
- 11 **West Partnership Regional Improvement Plan 2019/22 261 - 310**
and Evaluation of Regional Improvement Plan
Report by Director of Children's Services.



To: Education and Children's Services Policy Board

On: 31 October 2019

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

Heading: Revenue Budget Monitoring to 13 September 2019

1. Summary

- 1.1. Gross expenditure is £70,000 (0.1%) more than anticipated and income is £70,000 (4.6%) more than anticipated which results in a **breakeven position** for the service reporting to this Policy Board.

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

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	Breakeven	0%	£6,000 underspend	0%

2. Recommendations

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

3. Budget Adjustments

- 3.1. Members are requested to note that since the last report, there have been budget adjustments totalling £8.603m. Details of these transfers are summarised in the table overleaf.

3.2. Table 1: Budget Adjustments since the last report:

Description	Amount £m
Removal of capital charges budgets	(19.465)
Agreed Pay Award (APTC & Teachers)	9.908
Energy Efficiency Measures	(0.101)
Tackling Poverty contribution	0.611
Admin Staff budget transfer to schools	0.773
Corporate Landlord transfers	(0.040)
Other Transfers	(0.289)
TOTAL Budget Adjustments	(8.603)

4. **Children's Services**

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

4.1 **Directorate:**

Current Position **Breakeven**
Previously reported: **Breakeven**

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

4.2 **Early Learning & Childcare:**

Current Position: **Net underspend of £151,000**
Previously reported: **Net underspend of £170,000**

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

4.3 **Primary Schools:**

Current Position: **Net underspend of £161,000**
Previously reported: **Net underspend of £115,000**

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

4.4 Secondary Schools:

Current Position:	Net underspend of £140,000
<i>Previously reported:</i>	<i>Net underspend of £24,000</i>

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

4.5 Special:

Current Position	Net underspend of £45,000
<i>Previously reported:</i>	<i>Net underspend of £2,000</i>

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

4.6 Additional Support for Learning (ASL):

Current Position	Net overspend of £227,000
<i>Previously reported:</i>	<i>Net overspend of £110,000</i>

The overspend relates to transport costs and additional support needs assistants. This is expected to continue to the year end.

4.7 Psychological Services:

Current Position	Net overspend of £31,000
<i>Previously reported:</i>	<i>Net overspend of £16,000</i>

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

4.8 Facilities Management:

Current Position	Net overspend of £10,000
<i>Previously reported:</i>	<i>Not previously reported</i>

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

4.9 Children & Families

Current Position
Previously reported:

Net overspend of £232,000
Net overspend of £179,000

The overspend relates to residential accommodation and residential schools. This is expected to continue to the year end.

4.10 Projected Year End Position

It is anticipated at this stage that Children's Services will breakeven by the year end, contingent upon management action to mitigate the financial pressures being experienced.

Implications of this report

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

List of Background Papers

None

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RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2019/2020
1st April 2019 to 13th September 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Employee Costs	132,425	56,547	56,327	220	0.4%	underspend
Property Costs	9,151	6,734	6,746	(11)	-0.2%	overspend
Supplies & Services	35,626	9,615	9,622	(7)	-0.1%	overspend
Transport & Plant Costs	4,456	2,293	2,321	(28)	-1.2%	overspend
Support Services	182	19	20	(1)	-4.9%	overspend
Third Party Payments	13,827	6,127	6,162	(36)	-0.6%	overspend
Transfer Payments	8,416	2,166	2,371	(205)	-9.5%	overspend
GROSS EXPENDITURE	204,083	83,501	83,571	(70)	-0.1%	overspend
Income	(6,208)	(1,504)	(1,574)	70	4.6%	over-recovery
NET EXPENDITURE	197,875	81,996	81,996	0	0.0%	breakeven

£000's

Bottom Line Position to 13 September 2019 is breakeven

0

0.0%

Anticipated Year End Budget Position is breakeven

0

0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2019/2020
1st April 2019 to 13th September 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Directorate	643	320	320	0	0.0%	breakeven
Early learning and childcare	28,244	7,161	7,009	151	2.1%	underspend
Primary	48,846	22,652	22,490	162	0.7%	underspend
Secondary	69,258	31,011	30,871	140	0.5%	underspend
ASN (Special) Schools	5,851	3,288	3,244	45	1.4%	underspend
Additional support for learning (ASL)	13,499	3,428	3,655	(227)	-6.6%	overspend
Psychological services	690	267	298	(31)	-11.8%	overspend
Education development	1,051	479	475	4	0.0%	underspend
Attainment Challenge	(352)	1,495	1,495	0	0.0%	breakeven
Facilities management	523	127	136	(10)	0.0%	overspend
			0			
Children & Families	29,622	11,769	12,001	(232)	-2.0%	overspend
			0			
NET EXPENDITURE	197,875	81,996	81,996	0	0.0%	breakeven

Bottom Line Position to 13 September 2019 is breakeven	£000's	
	0	0.0%
Anticipated Year End Budget Position is breakeven	0	0.0%



To: EDUCATION & CHILDREN'S SERVICES POLICY BOARD

On: 31 OCTOBER 2019

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

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 13th September 2019 totals £1.267m compared to anticipated expenditure of £1.265m for this time of year. This results in an over spend of £0.002m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.002m o/spend	0%	£0.003m u/spend	0%
Total	£0.002m o/spend	0%	£0.003m u/spend	0%

- 1.2 The expenditure total of £1.267m represents 11% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

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

3.2 This capital budget monitoring report details the performance of the Capital Programme to 13th September 2019, and is based on the Capital Investment Programme which was approved by members on 28th February 2019, adjusted for movements since its approval.

4. **Budget Changes**

4.1 Since the last report, budget changes in 2019/20 totalling £0.108m have arisen which reflects the following:-

Budget Increases in 2019/20 totalling (£0.108m):

- School Estate Programme (SEMP) £0.108m due to a budget transfer from Lifecycle Maintenance for upgrades to a drainage pipe at St Anthony's.

Implications of the Report

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

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

List of Background Papers

- (a). Non-housing Capital Investment Programme 2019/20 - 21/22 – Council, 28th February 2019.

The contact officers within the service are:

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Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

	Current Year									Full Programme - All years		
Project Title	Prior Expenditure to 31/03/2019* £000	Approved Programme @28/02/19 £000	Current Programme MR 6 £000	Year To Date Budget to 13-Sep-19 £000	Cash Spent to 13-Sep-19 £000	Variance to 13-Sep-19 £000	% Variance	Cash to be Spent by 31-Mar-20 £000	% Cash Spent	Total Programme to 31-Mar-22 £000	Total Cash Spent to 13-Sep-19 £000	Total Cash to be Spent to 31-Mar-22 £000
EDUCATION & CHILDREN SERVICES												
Early Years 1,140 Hours Expansion	143	6,960	6,960	290	289	1	0%	6,671	4%	13,677	432	13,245
Primary Schools Estate Programme(SEMP)	38,990	1,835	3,448	975	978	-3	0%	2,470	28%	42,933	39,968	2,965
Schools Estate Programme (SEMP 2020)	0	0	75	0	0	0	0%	75	0%	27,000	0	27,000
Other Schools Investment Programmes	18,278	0	169	0	0	0	0%	169	0%	21,396	18,278	3,118
Technology Replacement Strategy ICT	0	400	400	0	0	0	0%	400	0%	2,000	0	2,000
Linwood Children's Home	1,193	0	57	0	0	0	0%	57	0%	1,250	1,193	57
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	58,604	9,195	11,109	1,265	1,267	-2	0%	9,842	11%	108,256	59,871	48,385

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



To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

Heading: Early Learning and Childcare Entitlement - 1140 Expansion Phasing Update

1. Summary

- 1.1 Children aged 3 and 4 and eligible 2 year olds are presently entitled to 600 hours of funded early learning and childcare. The Scottish Government has indicated that the hours of funded early learning and childcare will increase from the present 600 hours per annum to 1140 hours by August 2020. There is an expectation that the increase in entitlement is phased in the lead up to school session 2020/21.
 - 1.2 The Scottish Government Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland, published in 2017, set out the Government's policy objective that an increase in the hours of free early learning and childcare would give children the best start in life and support closing the poverty related attainment gap. The expansion of early learning and childcare is to be underpinned by the following four key principles - quality, accessibility, flexibility and affordability.
 - 1.3 The Education and Children's Services Policy Board approved the early learning and childcare expansion plan for Renfrewshire at a meeting on 15 March 2018. The 1140 expansion plan for Renfrewshire reflects the principles which are outlined in the Scottish Government Blueprint for 2020. The detail of the expansion plan for Renfrewshire was reported to the same policy board in August 2018, with a further report presented in January 2019 to advise of the infrastructure developments to support the expansion.
 - 1.4 This report provides an update on the progress of the 1140 expansion of early learning and childcare in Renfrewshire for this current school session.
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2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to:
- (i) note the progress made to date in 1140 expansion of early learning and childcare; and
 - (ii) approve engagement with approved providers for options to allocate additional funding to support them in the transition towards 1140 expansion.
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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. Renfrewshire Council has fulfilled this duty. The Scottish Government is committed to increasing the level of entitlement from the current level to 1140 hours per annum by 2020.
- 3.2 A report presented to the board on 15 March 2018 sought approval on Renfrewshire's draft early learning and childcare expansion plan which was submitted, via a financial template, to the Scottish Government in March 2018. A further report was presented to the Policy Board in August 2018 detailing Renfrewshire's allocation of Scottish Government funding, for capital and revenue, to support the expansion and provided the detail of the expansion plan for Renfrewshire.
- 3.3 Renfrewshire's plan has been developed in line with the revenue and capital funding allocation to enable the expansion between 2018 and 2020/21. The plan has also been developed in line with Government advice to 'use what you have' in terms of the workforce, infrastructure and by securing places with the independent and third sector partner providers.
- 3.4 A report detailing the infrastructure developments to support the expansion of early learning and childcare in Renfrewshire was presented to the Education and Children's Services Policy Board on 17 January 2019. The planned infrastructure developments to support the expansion includes 16 refurbishments, 6 extensions and 4 new builds.
- 3.5 In the 17 January 2019 report to the Education and Children's Services Policy Board approval was given to allow senior officers from Children's Services to agree options for allocating additional funding to support funded providers in the private and third sectors in the transition towards the 1140 expansion of early learning and childcare. This was in response to additional funding being allocated by the Scottish Government, with guidance that it should be used to support funded providers in the transition towards the 1140 expansion.
- 3.6 Renfrewshire's plan continues to ensure a mix of provision which includes local authority, providers from the independent and third sector, including child minders, across geographical areas.

- 3.7 An interim framework arrangement has been agreed and is in place for the period August 2019 to August 2020, with the option of a further year, enabling approved providers in the independent and third sector to continue as partners in the delivery of funded early learning and childcare. Discussions are ongoing in relation to future commissioning arrangements to reflect recent guidance from Scotland Excel and the Scottish Government model of the 'funding follows the child', a key aspect of which will be a National Standard that all providers wishing to deliver the funded entitlement will have to meet.
- 3.8 A phasing plan for delivering 1140 hours of early learning and childcare from 2018 to 2020/21 was presented at board on the 23 August 2018. This plan and data relating to the expected population within each geographical area continues to be reviewed and refined in order to achieve the required places to enable 1140 hours of early learning and childcare to be fully implemented from August 2020.
- 3.9 Until the start of the school session in August 2020 the Council has a duty to ensure that the legislative requirement to provide children with 600 hours of funded early learning and childcare is maintained.
- 3.10 In terms of the phasing of 1140 hours of early learning and childcare, places are allocated in line with children and families living in low SIMD areas given priority. This approach is in line with Scottish Government guidance and was agreed by the Education and Children's Services Policy Board on 24 August 2017.
- 3.11 There continues to be a number of risks in achieving the expansion within the timescale set that require to be proactively managed by the council during the expansion period, including: ensuring the infrastructure developments are in place by 2020; securing sufficient qualified staff; and future sustainability of the independent and third sector providers. Officers will continue to progress the implementation of the 1140 expansion whilst remaining alert to and proactively managing the identified key risks.
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4 Progress in Implementing Renfrewshire Council's 1140 Expansion Plan

Staffing Development and Recruitment

- 4.1 Council officers are working to ensure that there are enough staff to deliver the expansion of early learning and childcare. The work includes recruitment events, leadership and staff development opportunities and engagement with existing staff to voluntarily increase their patterns of work, such as term time staff moving to 52 week per year contracts or part time staff moving to full time positions.
- 4.2 During school sessions 2018/19 and 2019/20 the Council has successfully recruited around 200 early years staff to work in its early learning and childcare establishments to support the 1140 expansion and ensure all early learning and childcare establishments have the required staff. This includes additional graduates who have been employed to work in identified Council and partner establishments operating in low SIMD areas. The latter is in line with the guidance set by the Scottish Government.

- 4.3 In addition, 9 modern apprentices have been employed to work whilst undertaking training in early years and childcare. A further recruitment exercise is currently being progressed to appoint an additional 11 modern apprentices. This will include appointments within the 24+ age group.
- 4.4 Other activities to achieve the required workforce (both at a practitioner and leadership level) have been undertaken by the Council. These are as follows:
- Working with schools and colleges to promote and encourage senior pupils to consider undertaking foundation apprenticeship and vocational training in early years, with approximately 30 pupils currently engaging in these qualifications.
 - 9 early learning support workers are currently undertaking an SVQ Level 7 qualification with a view to achieving the award by August 2020, enabling these staff to move into an early learning and childcare officer post. A further programme is being planned to enable an additional 20 early learning support workers to undertake the qualification. This programme of development will continue as we progress towards August 2020 and beyond.
 - The provision of a range of professional learning seminars and leadership courses and conferences for existing leaders (heads and deputies) and middle managers (seniors) to develop leadership skills and capacity across the local authority and partner establishments.
 - Funded support to staff to participate and access a range of certificated training to meet Scottish Social Services Council (SSSC) registration requirements. This is both at practitioner and leader levels and across local authority and partner establishments.
 - Development centres to assess and identify strengths and development needs have been offered to existing deputies and senior staff working within the local authority sector. Following participation in a development centre, individual plans and professional learning opportunities are provided to support staff to develop leadership skills required to enable them to access promoted positions and become future leaders within establishments. 21 staff have attended the development centres to date and a future training and development programme is now being planned to support their skills and development.
- 4.5 Recruitment activity is underway to employ around 40 additional early learning and childcare officers and support workers to enable more 1140 places to be provided during school session 2019/20. A further recruitment programme is planned for early 2020 to meet the predicted workforce requirements from August 2020.
- 4.6 Council officers are continuing to work with providers to identify ways to support them to address recruitment issues. To date providers have been included in the council recruitment event to give them an opportunity to promote their services; the range of leadership and professional learning courses and conferences as outlined in paragraph 4.4 and supported with training costs to enable their unqualified staff to access certificated training to meet SSSC registration requirements.
- 4.7 Children's Services officers have also been working with colleagues in Environmental & Infrastructure and Customer & Business Services regarding recruitment to ensure delivery of those aspects of expansion which fall under their areas of responsibility.

Phasing of the 1140 Hours of Early Learning and Childcare

- 4.8 Renfrewshire Council's plan offers parents a range of options for accessing their child's free early learning and childcare entitlement across each geographical area. In each area, parents will be able to choose from a range of providers and options, as follows:
- a service which opens between 8 am to 6 pm provision over the school year, 46 or 50 weeks;
 - specific options of 6 hours per day over 38 weeks (school day model);
 - an option of 8am to 6pm over 2.5 days for 50 weeks; or
 - 8 am to 1 pm or 1 pm to 6 pm over 45.6 weeks.
- 4.9 The 1140 phasing plan is continuing to be progressed with places allocated in local authority establishments where there is current capacity, sufficient staffing (early years and environmental staff) and infrastructure, which includes dining to enable this. A set number of places have been planned and budgeted for to enable the phasing of the increased hours to children and families attending funded provider establishments. The allocation of the increased hours is in line with the agreed criteria.
- 4.10 During school sessions 2018/19 around 600 children aged 3 and 4 year and eligible 2 year olds received 1140 hours of early learning and childcare. This number has increased to just under 1,600 children during the school session 2019/20. This includes children attending both local authority and funded provider settings. Through the work being described, it is anticipated that this number will continue to rise.
- 4.11 In addition to the infrastructure programme, we continue to work with all centres to ensure they have the appropriate resources required to meet increasing demands of the expansion. In recognition of some of the same challenges being faced by funded providers in the private and third sectors, including childminders, we will make funding available this year to support them in these areas.

Infrastructure Programme Update

- 4.12 The initial planned infrastructure developments to support the expansion programme comprised of 17 refurbishments, 6 extensions and 4 new builds. Through continued planning and analysis of need there is now a plan to refurbish 16 establishments as well as the planned work on the extensions and new builds.
- 4.13 With reference to the table below, 14 of the infrastructure projects are at the design and development stage, 3 are in construction and 9 projects have been completed. Work is ongoing to deliver the refurbished early learning and childcare classes and centre projects. Those projects currently at the design and development stage are currently on track for completion by August 2020. However with all building programmes, risks remain and these will be continually monitored.

- 4.14 In terms of the extension work a tender process to outsource the work is being undertaken for 4 of the extension projects. The remaining 2 extensions will be undertaken by the council's facilities management section via a fixed term contract. All of these projects are on target for an August 2020 completion date.
- 4.15 A tender process is currently underway to secure external contractors to deliver the new build projects. On award of the contract, construction is scheduled to commence in January 2020 with a completion date of August 2020 for all projects.
- 4.16 The following provides the current status for each of the establishments included in the infrastructure programme:

Projects	Complete	On track
Refurbishments		
East Fulton ELCC	√	
Glenfield ELCC	√	
Paisley ELCC	√	
Ralston ELCC	√	
Hollybush ELCC		√
Glenburn ELCC		√
Gallowhill ELCC		√
West Johnstone ELCC	√	
Auchenlodment ELCC	√	
Mossvale ELCC		√
Todholm ELCC	√	
Heriot ELCC	√	
Lochwinnoch ELCC		√
Bridge of Weir ELCC	√	
St Anne's ELCC		√
Ferguslie ELCC		√
Extensions		
Glendee ELCC		√
Williamsburgh ELCC		√
St Catherine's ELCC		√
Inchinnan Community Nursery		√
St Margaret's ELCC		√
Kilbarchan Community Nursery		√
New builds		
Dargarvel ELCC		√
Houston ELCC		√
Kirklandneuk ELCC		√
Lochfield ELCC		√

- 4.17 For all major refurbishment and new build projects work has been done to identify a contingency plan to ensure that all children can be placed in alternative provision for a temporary period should any of these projects not be delivered on time.

Implications of this report

1. Financial

Renfrewshire Council's delivery of the expansion plan will require to be in line within the Government funding throughout the phasing period, culminating in the additional £22,528,000 revenue in 2021/22 and total capital funding of £14,013,000.

2. HR and Organisational Development

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

Additional early years staff and managers will be required to deliver the expansion. A workforce group has been established and is leading on recruitment and training options to help ensure that there are sufficient staff available to allow the delivery of the increased entitlement to funded hours of early learning and childcare.

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.

5. Property/Assets

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

6. Information Technology

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

7. Equality and Human Rights

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

8. Health and Safety

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

9. Procurement

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

10. Risk

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

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

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

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

11. Privacy Impact

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

12. COSLA Policy Position

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

13. Climate Risk

None

List of Background Papers

- (a) Early Learning and Childcare Entitlement Expansion Plan, Education and Children's Services Policy Board, 24 August 2017.
- (b) A blueprint of 2020: the expansion of early learning and childcare in Scotland – early learning and childcare service model for 2020 consultation paper, The Scottish Government 2018.
- (c) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children's Services Policy Board, 15/03/18
- (d) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children's Services Policy Board, 23/08/18
- (e) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children's Services Policy Board, 17/01/19

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/LMcA/SQ/LG
15 October 2019

Authors: Kathleen McDonagh, Education Manager, 0141 618 7196,
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To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

Heading: Examinations Results 2019

1. Summary

- 1.1. This report summarises attainment in the Scottish Qualifications Authority (SQA) examinations in 2019, based on the key measures contained within the Insight benchmarking tool.
 - 1.2. The data contained in this report will be subject to minor changes as the SQA process value-added units and will also account for any re-marking through their post-results service. In addition, Skills Development Scotland is also currently tracking school leavers. Insight will be updated in February 2020 and a further report providing data on our school leavers' attainment will be submitted to the Education and Children's Policy Board in spring 2020. This report will provide data on the attainment of all pupils in the senior phase by stage.
-

2. Recommendations

- 2.1. Members of the Education and Children's Services Policy Board are asked to:
 - note the content of this report;
 - note the efforts of pupils and the school communities in bringing about these results; and
 - agree that a further report will be brought to the Education and Children's Services Policy Board in spring 2020.
-

3. Background

- 3.1. Insight is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:
- attainment in literacy and numeracy;
 - improving attainment for all;
 - attainment versus deprivation; and
 - leavers' destinations.
- 3.2. This report provides data and commentary on the performance of each of our senior phase cohorts: S4, S5 and S6 over the last three years and against our comparators for three of the measures detailed above. Leavers' destinations will become available in February 2020 and will form part of the report to this board in spring 2020.
- 3.3. In addition to these local benchmarking measures, this report will provide data in relation to the number and quality of passes at each qualifications level.
- 3.4. The Insight tool uses a 'virtual comparator' (VC) to allow authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are: gender, year group, percentage of time spent in mainstream classes, and live within an area with the same Scottish Index of Multiple Deprivation (SIMD) decile. Insight also allows us to compare our performance with the national picture.
-

4. Attainment in Literacy and Numeracy (S4, S5 and S6)

- 4.1. Raising attainment in literacy and numeracy remains a key priority of Renfrewshire Council children's services and this is reflected in one of the key priorities of the National Improvement Framework.
- 4.2. Attainment in literacy and numeracy includes passes at National 4 and 5 in English and maths and passes in some other awards at Scottish Certificate and Qualification Framework (SCQF) levels 4 and 5 which contain certain core elements of literacy and numeracy. The tables which follow, provide data on our performance in literacy and numeracy, compared to our virtual comparator and national figures, for each of our senior phase cohorts.

S4

- 4.3. Table 1 below provides data on attainment in literacy and numeracy in S4 at SCQF Level 4 and SCQF Level 5. Renfrewshire continues to perform well in literacy, remaining above the virtual comparator and national figures.

Table 1 - % S4 Pupils Achieving Literacy & Numeracy					
	Year	% Achieved Level 4 Literacy	% Achieved Level 4 Numeracy	% Achieved Level 5 Literacy	% Achieved Level 5 Numeracy
Renfrewshire	2017	96%	89%	75%	60%
Virtual Comparator	2017	93%	89%	72%	57%
National	2017	92%	88%	70%	56%
Renfrewshire	2018	93%	88%	78%	54%
Virtual Comparator	2018	91%	86%	72%	54%
National	2018	91%	86%	70%	53%
Renfrewshire	2019	95%	87%	80%	64%
Virtual Comparator	2019	91%	86%	73%	59%
National	2019	91%	86%	72%	57%

- 4.4. The percentage of pupils achieving SCQF Level 4 and SCQF Level 5 in literacy was above both the virtual comparator and the national figure in 2019. Attainment in literacy at SCQF Level 4 has increased by 2 percentage points to 95% and at SCQF 5 has increased by 2 percentage points to 80% since 2018. The increase in SCQF Level 5 literacy has been consistent over 5 years and this year's figure represents a 19 percentage point increase since 2015.
- 4.5. In numeracy, the percentage of pupils in S4 achieving SCQF level 4 has decreased by 1 percentage point to 87% and increased by 10 percentage points at SCQF Level 5 to 64%. Both figures are above the virtual comparator and above the national figure. Numeracy attainment at SCQF level 4 has remained consistent over 5 years and Renfrewshire has remained in line with the virtual comparator. At SCQF level 5, there is an increasing trend over 3 and 5 years with Renfrewshire remaining in line with or above the virtual comparator in all years.

S5 (based on S4 roll)

- 4.6. Table 2 below provides data on attainment in literacy and numeracy in S5 at SCQF Level 4 and Level 5.

Table 2 - % S5 Pupils Achieving Literacy and Numeracy					
	Year	% Achieved Level 4 Literacy	% Achieved Level 4 Numeracy	% Achieved Level 5 Literacy	% Achieved Level 5 Numeracy
Renfrewshire	2017	94%	89%	83%	72%
Virtual Comparator	2017	94%	91%	80%	67%
National	2017	93%	89%	79%	66%
Renfrewshire	2018	97%	93%	86%	73%
Virtual Comparator	2018	95%	91%	82%	67%
National	2018	94%	90%	80%	66%
Renfrewshire	2019	94%	91%	84%	72%
Virtual Comparator	2019	94%	91%	81%	66%
National	2019	93%	90%	79%	65%

- 4.7. Attainment in literacy has been consistent over 5 years at SCQF Level 4 and has increased at SCQF Level 5. There have been some decreases since 2018 but Renfrewshire remains in line with 2017 figures and in line with or above its comparators. The percentage of S5 pupils achieving SCQF Level 4 literacy has decreased by 3 percentage points to 94% since 2018 but remained in line with the virtual comparator and above the national figures. The percentage achieving SCQF Level 5 has decreased by 2 percentage points to 84% and remained above the virtual comparator and national figures.
- 4.8. A similar pattern exists in numeracy figures with some decreases since 2018 but an upward trend over 5 years. The percentage of S5 pupils achieving SCQF Level 4 numeracy has decreased by 2 percentage points to 91% and the percentage achieving SCQF Level 5 has decreased by 1 percentage point to 72% since 2018. However, these figures are consistent with previous years and remain in line with the virtual comparator at SCQF Level 4 and above the virtual comparator at SCQF Level 5. Renfrewshire is above the national figures at both levels.

S6 (based on the S4 roll)

- 4.9. Table 3 below provides data on attainment in literacy and numeracy in S6 at SCQF Level 4 and Level 5.

4.10.

Table 3 -% S6 Pupils Achieving Literacy & Numeracy					
	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Renfrewshire	2017	95%	92%	81%	72%
Virtual Comparator	2017	94%	90%	79%	68%
National	2017	93%	89%	77%	66%
Renfrewshire	2018	94%	90%	84%	74%
Virtual Comparator	2018	95%	91%	81%	69%
National	2018	93%	89%	79%	68%
Renfrewshire	2019	97%	93%	87%	76%
Virtual Comparator	2019	95%	92%	82%	69%
National	2019	94%	90%	81%	68%

- 4.11. In S6, attainment in literacy has increased at both SCQF Level 4 and SCQF Level 5. The percentage of pupils achieving SCQF Level 5 literacy has increased to 87%, up by 3 percentage points since 2018 and 15 percentage points since 2015. In 2019, Renfrewshire was above both the virtual comparator and national figures. The percentage achieving SCQF Level 4 has increased to 97% and is also above the national figure and the virtual comparator.

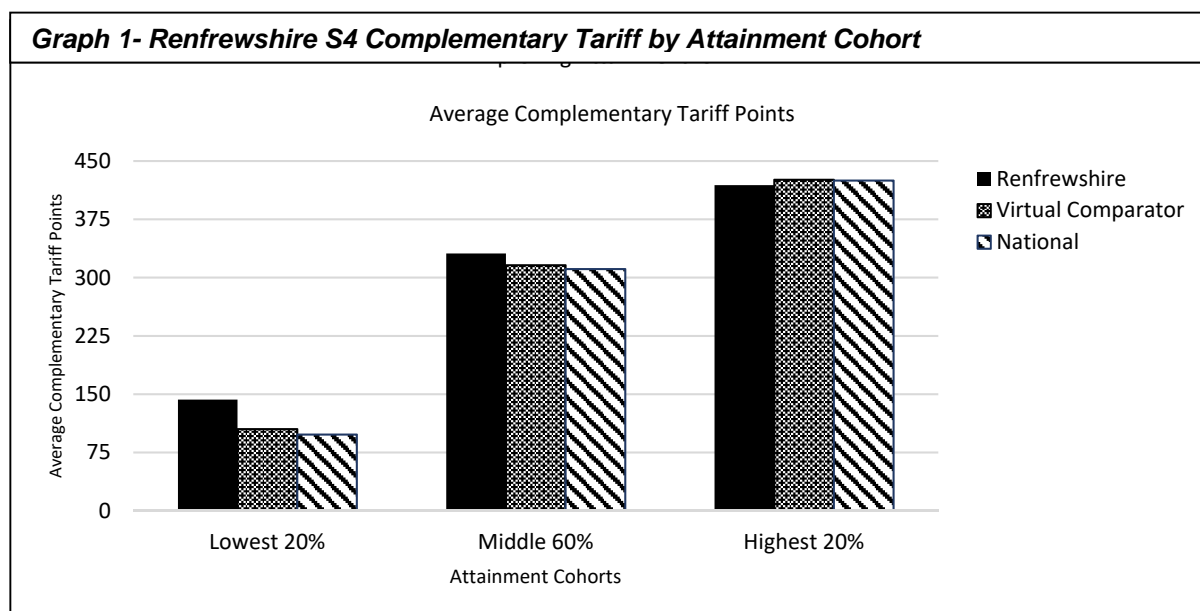
- 4.12. In numeracy, a similar pattern exists with increases in attainment at both levels. The percentage of pupils achieving SCQF Level 5 in numeracy has increased to 76%. This is an increase from 74% in 2018 and 61% in 2015. This is above both the virtual comparator and national figures, which were 69% and 68% respectively. The percentage of pupils achieving SCQF Level 4 has increased to 93%. This is in line with the 2017 figure but represents an increasing trend over 5 years. The 2019 figure is above both national and virtual comparator figures.

5. Improving Attainment for All

- 5.1. Each qualification on the Scottish Certificate and Qualifications Framework (SCQF) is attributed a number of tariff points. The higher level of qualification, the more tariff points are attributed. Each pupil gains a number of points that represents the number and level of qualifications they have gained. This report uses complementary tariff points, which measures a fixed volume of learning. Complementary tariff points allow for fair comparison across Scotland, regardless of differences in curricular models.
- 5.2. Within this measure, Insight breaks the data down into three groups: the average complementary tariff points for the lowest attaining 20%, the middle attaining 60% and the highest attaining 20% and compares these with the virtual comparator and the national figure.

S4

- 5.3. Graph 1 below shows the average complementary tariff points of S4 pupils by attainment cohort in the 2019 exam diet.



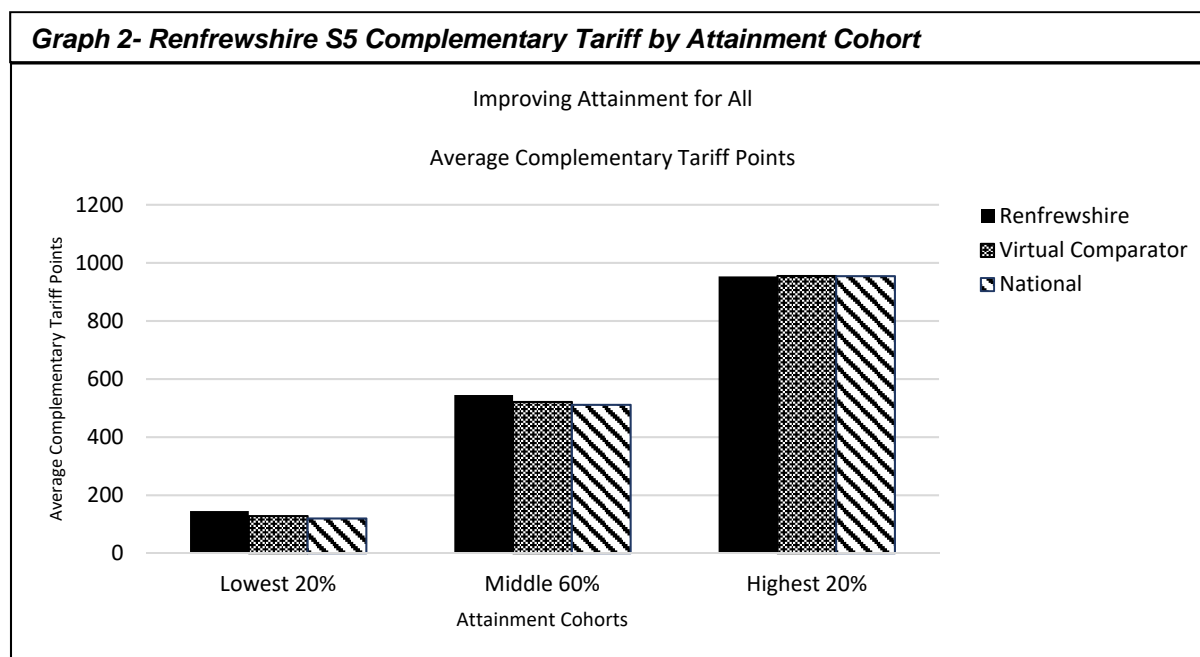
- 5.4. In S4, the average complementary tariff is above both the virtual comparator and national figure for the lowest 20% and middle 60% attainment cohorts. The lowest 20% attainment cohort figure was 142 which is considerably above its comparators, which were 105 for the virtual comparator and 98 for the national figure. The highest 20% attainment cohort is marginally behind both comparators, which were 426 and 425 respectively.
- 5.5. Table 4 shows the average complementary tariff of Renfrewshire S4 pupils over time.

Table 4 - Renfrewshire S4 Complementary Tariff by Attainment Cohort					
	2015	2016	2017	2018	2019
Highest 20% Attainment Cohort	419	423	423	420	419
Middle 60% Attainment Cohort	323	328	329	325	331
Lowest 20% Attainment Cohort	123	124	145	125	143

- 5.6. The average complementary tariff remains in line with previous years in all attainment cohorts. The lowest attainment cohort has increased over 5 years but remains in line with the 2017 figure. The middle 60% attainment cohort increased gradually over 5 years and reached 331 in 2019.

S5

- 5.7. The graph below shows the average complementary tariff points of S5 pupils by attainment cohort in the 2019 exam diet.



- 5.8. Graph 2 demonstrates that Renfrewshire is in line with the virtual comparator and national figures across all attainment cohorts. Renfrewshire has a higher average complementary tariff than both the virtual comparator and national figures for the lowest 20% and middle 60% attainment cohorts. The highest 20% attainment cohort figure is consistent with both comparators.

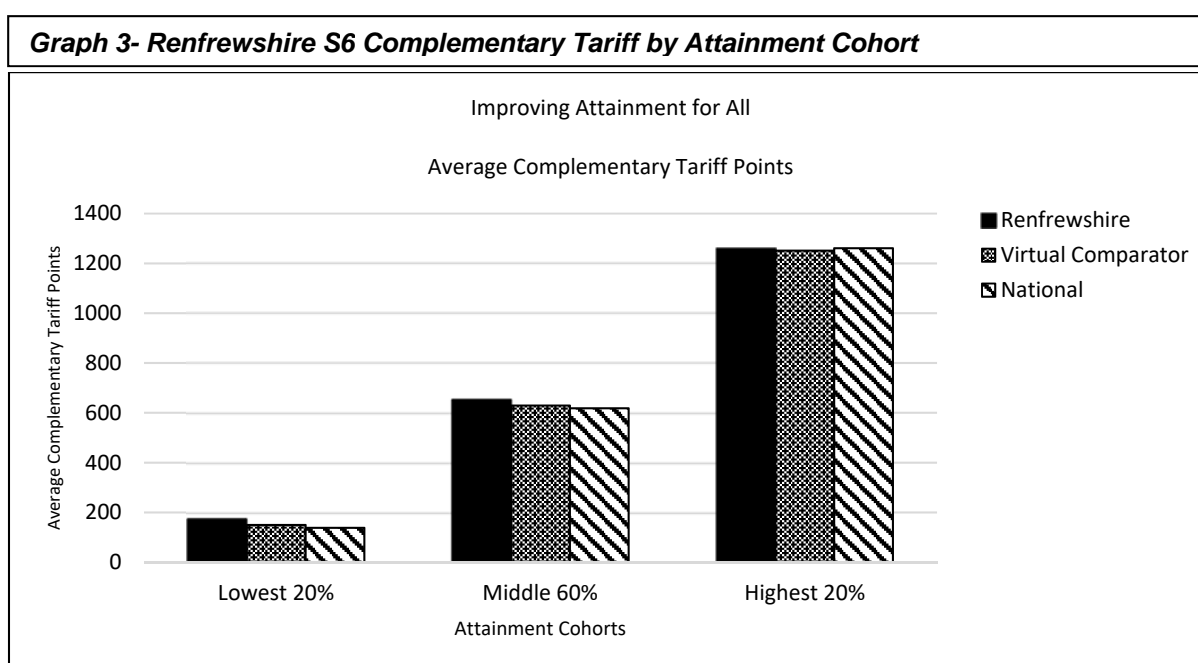
- 5.9. Table 5 shows the average complementary tariff of Renfrewshire S5 pupils since 2015.

Table 5- Renfrewshire S5 Complementary Tariff by Attainment Cohort					
	2015	2016	2017	2018	2019
Highest 20% Attainment Cohort	931	952	956	960	953
Middle 60% Attainment Cohort	502	549	554	560	545
Lowest 20% Attainment Cohort	142	147	147	170	145

- 5.10. Table 5 shows that all attainment cohorts have been consistent over 5 years. All cohorts have increased since 2015, with the largest increases in the middle 60% and highest 20% attainment cohorts. All 3 attainment cohorts have remained at a similar level since 2016.

S6

- 5.11. Graph 3 shows the average complementary tariff points of S6 pupils by attainment cohort in the 2019 exam diet.



- 5.12. In graph 3, we can see that the average complementary tariff for the lowest 20% attainment cohort is above both the virtual comparator and national, which were 150 and 138 respectively. Pupils in the middle 60% attainment cohort are also ahead of both comparators. The highest 20% attainment cohort is in line with both the virtual comparator and national figures.
- 5.13. Table 6 shows the average complementary tariff of Renfrewshire S6 pupils over 5 years.

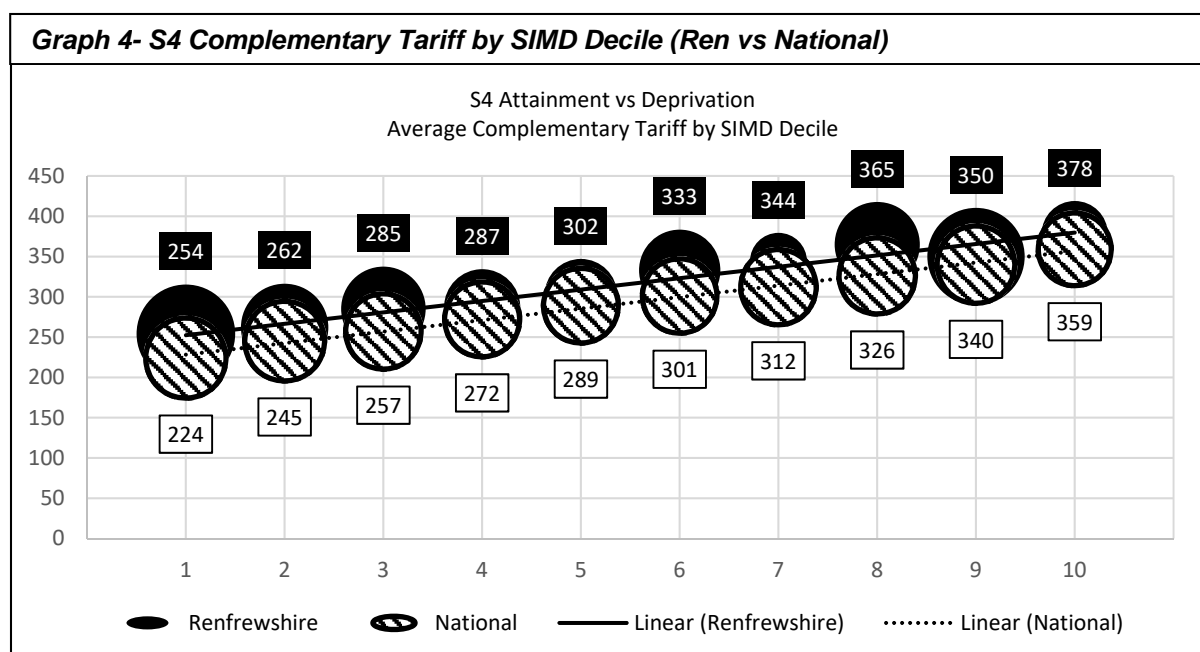
Table 6- Renfrewshire S6 Complementary Tariff by Attainment Cohort					
	2015	2016	2017	2018	2019
Highest 20% Attainment Cohort	1235	1195	1237	1248	1258
Middle 60% Attainment Cohort	600	608	655	656	651
Lowest 20% Attainment Cohort	134	144	150	152	175

- 5.14. All attainment cohorts have increased their average complementary tariff over 5 years. The middle 60% cohort has decreased marginally since 2018 but the average complementary tariff has increased by over 50 points since 2015. The largest increase since 2018 is in the highest 20% attainment cohort, which has increased by 10 points and has consistently increased each year over the past 4 years.

6. Attainment Versus Deprivation

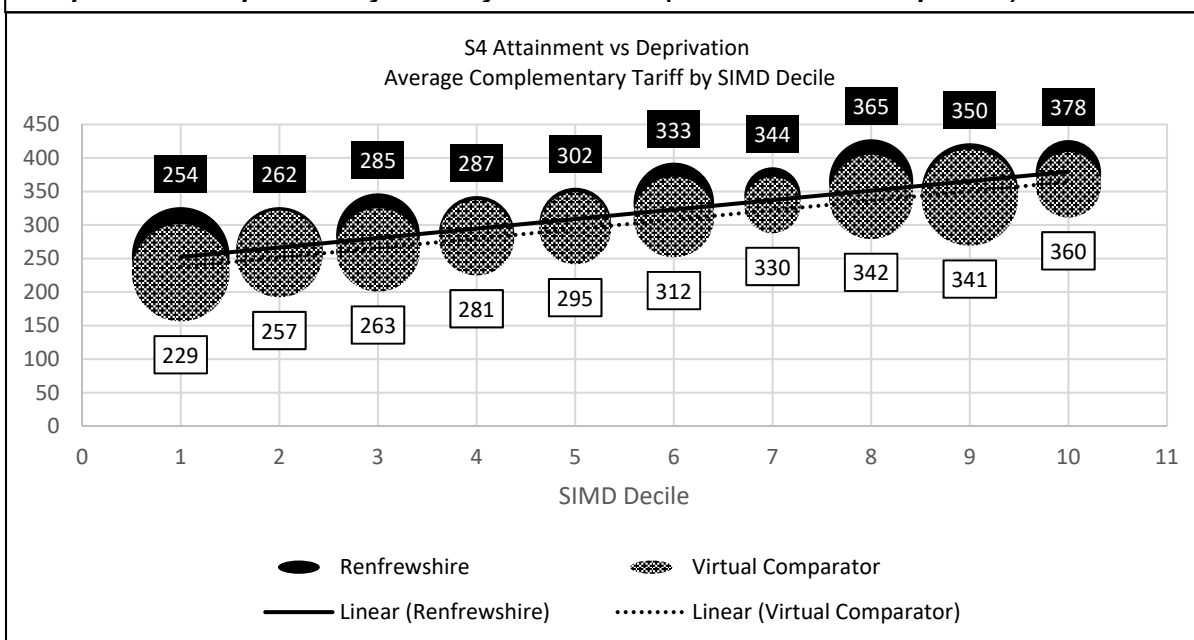
- 6.1. The attainment versus deprivation measure provides the average complementary tariff of pupils by SIMD decile. This allows us to identify the attainment gap in Renfrewshire and compare it to both our virtual comparator and national data.
- 6.2. The following charts show SIMD deciles 1 -10 (most deprived to least deprived) plotted along the horizontal axis with the average complementary tariff points plotted on the vertical axis. The size of the circles represent the percentage of pupils who live in each decile. The trend line which runs through the circles represents the difference in attainment between pupils living in the most deprived and the least deprived areas. The steeper the angle, the more pronounced the disparity between the most and least deprived deciles.

S4



- 6.3. In all deciles, Renfrewshire's S4 average complementary tariff is higher than national. The trendlines show that while the attainment gap is similar to the national figures, pupils in Renfrewshire are consistently achieving higher levels of attainment.

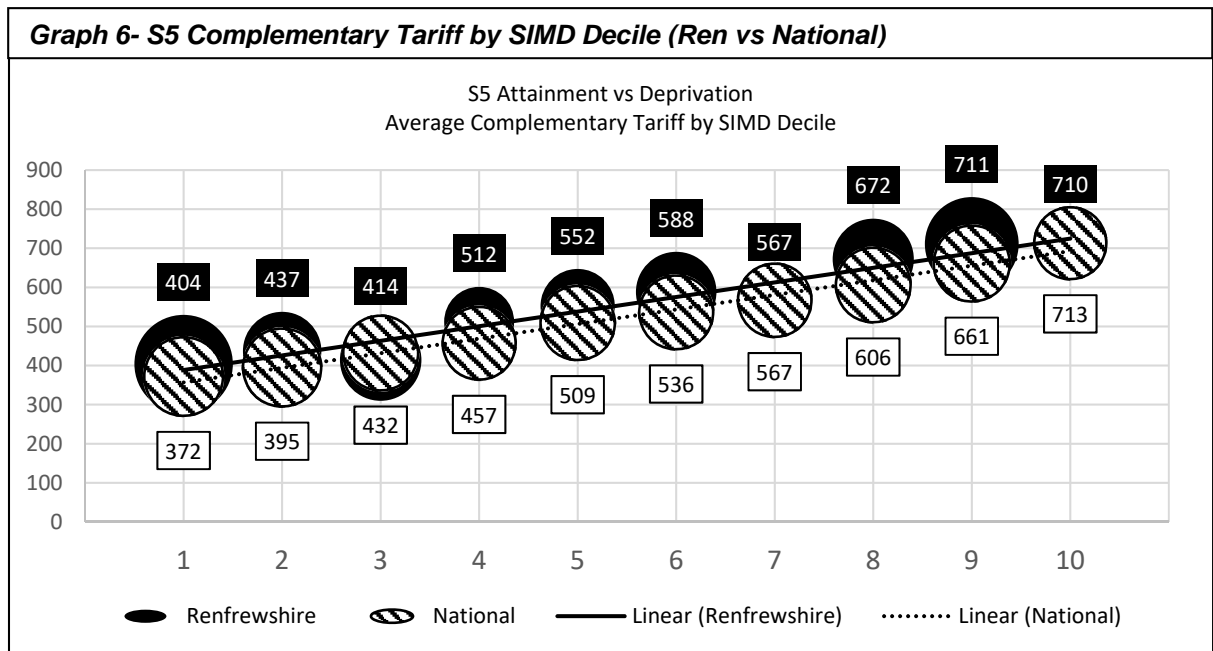
Graph 5- S4 Complementary Tariff by SIMD Decile (Ren vs Virtual Comparator)



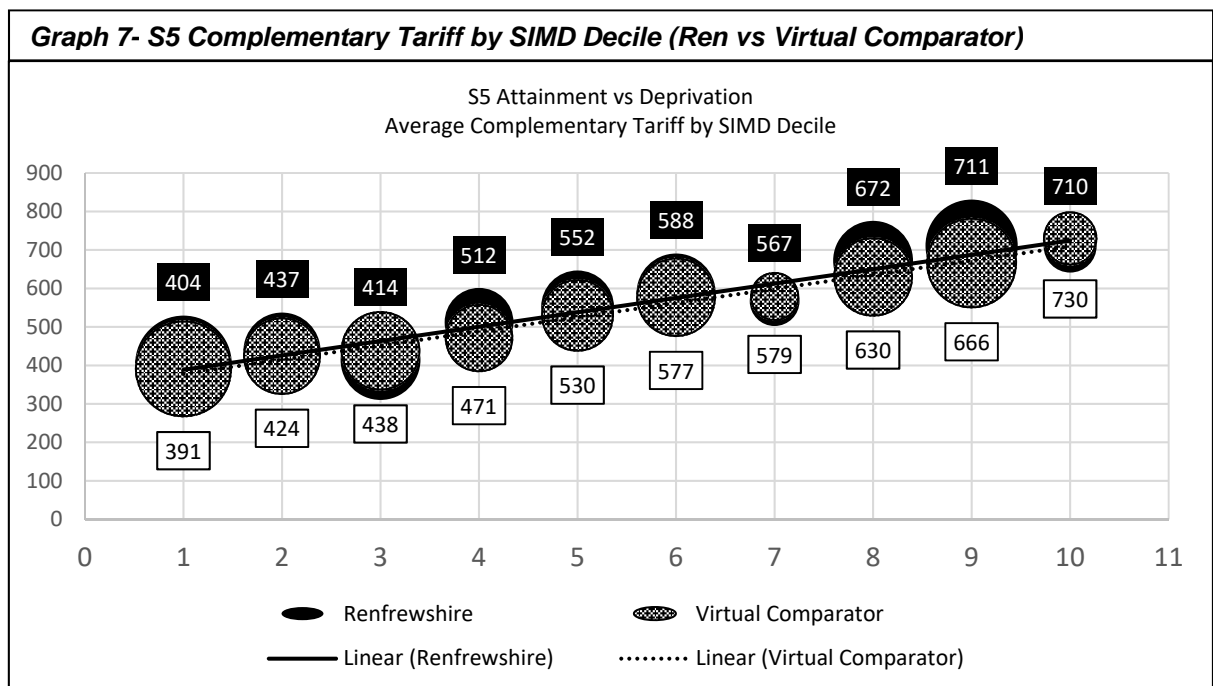
- 6.4. Renfrewshire's S4 average complementary tariff is also higher than the virtual comparator in all deciles. The trendlines in graph 5 are more closely aligned than in graph 4, indicating that Renfrewshire is further ahead of the national figures than the virtual comparator.
- 6.5. Table 7 shows the S4 average complementary tariff of pupils living in SIMD 1-3 (30% most deprived areas) and of pupils living in SIMD 4-10 (70% least deprived areas) over 5 years. It also shows the percentage gap between these two figures.

Table 7- S4 Average Complementary Tariff by SIMD Groupings					
	2015	2016	2017	2018	2019
Pupils Living in 30% Most Deprived Areas	251	251	266	258	266
Pupils Living in 70% Least Deprived Areas	330	339	338	331	338
Percentage Gap	24%	26%	21%	22%	21%

- 6.6. The average complementary tariff of pupils living in 30% most and 70% least deprived areas have both increased since 2018 and over 5 years. The attainment gap between pupils living in 30% most and 70% least deprived pupils has decreased slightly over 5 years but remains in line with 2017 figures.



- 6.7. The S5 average complementary tariff for Renfrewshire is above or in line with national in all SIMD deciles, except for decile 3, 7 and 10. This indicates that while attainment is higher overall this is not a consistent picture. The proportion of pupils in deciles 7 and 10 is small therefore we frequently see a high degree of variation in these figures.



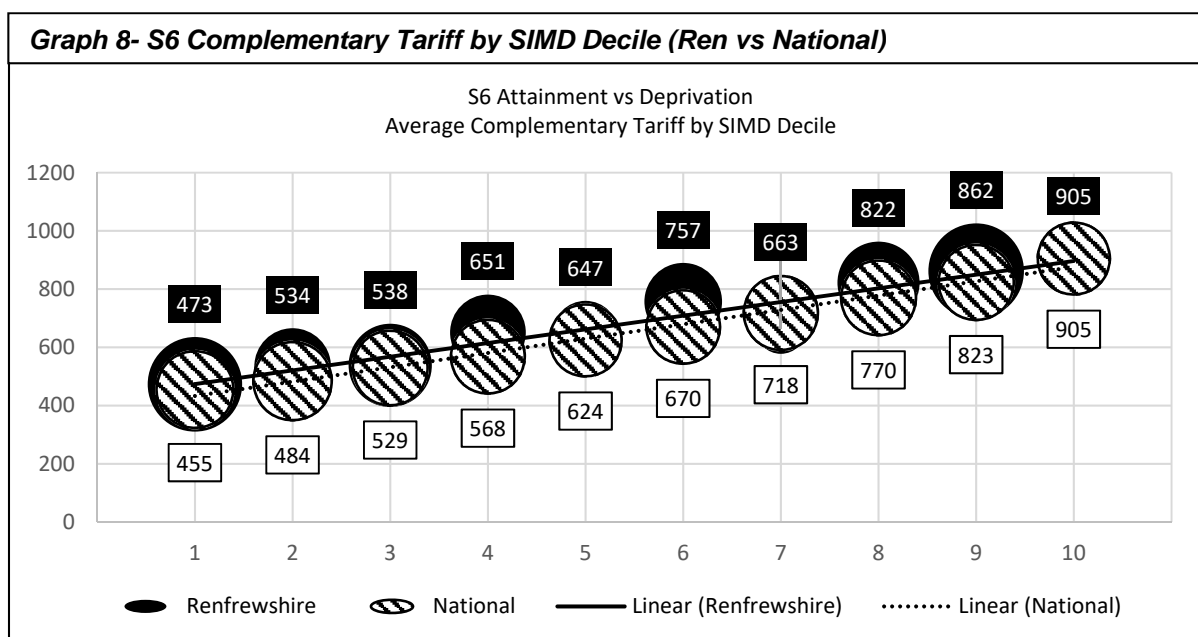
- 6.8. Graph 7 shows a similar pattern exists when comparing Renfrewshire to the virtual comparator. The Renfrewshire trend line is above the virtual comparator trend, although this difference is narrower than in graph 6.

- 6.9. Table 8 shows the S5 average complementary tariff of pupils living in SIMD 1-3 (30% most deprived areas) and of pupils living in SIMD 4-10 (70% least deprived areas) over 5 years. It also shows the percentage gap between these two figures.

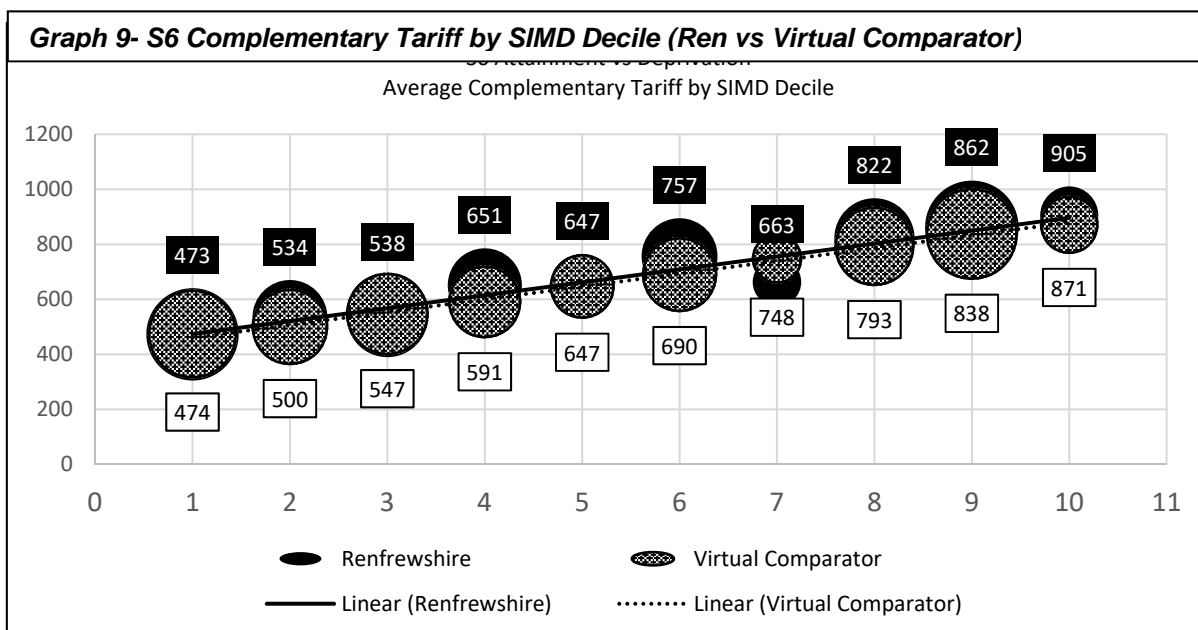
Table 8- S5 Average Complementary Tariff by SIMD Groupings					
	2015	2016	2017	2018	2019
Pupils Living in 30% Most Deprived Areas	382	411	401	433	416
Pupils Living in 70% Least Deprived Areas	602	626	642	636	624
Percentage Gap	37%	34%	38%	32%	33%

- 6.10. The average complementary tariff for pupils living in the 30% most deprived areas has decreased slightly since 2018 but remains up over 5 years. Renfrewshire remains above the virtual comparator, which in 2019 was 414, as well as the national figure. The average complementary tariff of pupils living in the 70% least deprived areas has also decreased slightly, from 636 in 2018 to 624 in 2019. Renfrewshire is still above both the virtual comparator and national, as both figures also declined. The attainment gap has reduced over 3 and 5 years although it remains in line with the 2018 figure.

S6



- 6.11. The S6 average complementary tariff is higher than national in all SIMD deciles except for decile 7. The Renfrewshire trend is above the national trend, although the gap is slightly narrower than in other stages.



- 6.12. A similar pattern exists when comparing to the virtual comparator. Renfrewshire is above the virtual comparator in all deciles except decile 7. In 2019, only 4% of the S6 cohort lived in decile 7 which may account for this variation. In graph 9 above, we can see that Renfrewshire figures are very closely aligned with the virtual comparator across all deciles.

Table 9 - S6 Average Complementary Tariff by SIMD Groupings					
	2015	2016	2017	2018	2019
Pupils Living in 30% Most Deprived Areas	450	455	499	488	510
Pupils Living in 70% Least Deprived Areas	738	746	768	785	783
Percentage Gap	39%	39%	35%	38%	35%

- 6.13. The average complementary tariff for pupils living in the 30% most deprived areas has increased since last year and is up over 5 years. Renfrewshire is above both national and the virtual comparator in this measure. The average complementary tariff of pupils living in 70% least deprived areas is in line with 2018 and has increased over 5 years. It is above both national and the virtual comparator. The attainment gap in this measure has decreased over 5 years but remains in line with 2017.

7. Breadth and Depth

- 7.1. In addition to the key measures available in Insight, the service also looks at the percentage of the cohort who achieved any number of awards at various SCQF levels. These are known as 'breadth and depth' measures. We look at this data in conjunction with the Insight measures to allow us to gain a broader understanding of attainment across Renfrewshire and between schools.

- 7.2. The tables on the following pages show performance over time of some of the key breadth and depth measures and how we compare to the virtual comparator. SCQF 5 is National 4 or its equivalent, SCQF Level 5 is National 5 or its equivalent, SCQF Level 6 is Higher or its equivalent; and SCQF Level 7 is Advanced Higher or its equivalent.

S4

- 7.3. Table 10 includes data on the number of awards achieved for S4 pupils at SCQF Level 4 and Level 5 for Renfrewshire and the virtual comparator.

Table 10- S4 Breadth & Depth								
S4 A-C	3 or more awards at SCQF level 4 or better		5 or more awards at SCQF level 4 or better		3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2017	93%	91%	85%	83%	62%	61%	45%	42%
2018	91%	89%	82%	79%	63%	58%	45%	40%
2019	92%	89%	83%	77%	64%	60%	47%	41%

- 7.4. In S4, Renfrewshire remains above the virtual comparator at SCQF Level 4, with an increase in the percentage achieving 3 or more and 5 or more awards since 2018. At SCQF Level 5, Renfrewshire has increased the percentage of pupils achieving 3 or more and 5 or more awards. Renfrewshire remains above the virtual comparator in both measures.

S5

- 7.5. Table 11 includes data on the number of awards achieved for S5 pupils at SCQF levels 4, 5 and 6 for Renfrewshire and the virtual comparator.

Table 11- S5 Breadth & Depth (% of S4 Roll)												
S5 A-C	1 or more awards at SCQF level 5 or better		3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better		1 or more awards at SCQF level 6 or better		3 or more awards at SCQF level 6 or better		5 or more awards at SCQF level 6 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2017	86%	86%	72%	70%	56%	53%	59%	57%	38%	35%	17%	16%
2018	88%	86%	72%	71%	54%	52%	60%	57%	37%	36%	19%	16%
2019	86%	84%	70%	68%	53%	50%	59%	56%	36%	34%	18%	17%

- 7.6. At SCQF Level 5, Renfrewshire is above the virtual comparator at 1 or more, 3 or more and 5 or more awards. This pattern is replicated at SCQF Level 6 as Renfrewshire's results are consistently above the virtual comparator over 3 years.

S6

- 7.7. Table 12 includes data on the number of awards achieved for S6 pupils at SCQF levels 5, 6 and 7 for Renfrewshire and the virtual comparator.

Table 12- S6 Breadth & Depth (% of S4 Roll)												
S6 A-C	3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better		1 or more awards at SCQF level 6 or better		3 or more awards at SCQF level 6 or better		5 or more awards at SCQF level 6 or better		1 or more awards at SCQF level 7 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2017	74%	71%	59%	56%	63%	60%	47%	44%	31%	30%	18%	19%
2018	74%	72%	61%	57%	64%	62%	46%	44%	32%	30%	19%	20%
2019	74%	72%	59%	57%	63%	61%	44%	43%	30%	28%	20%	18%

- 7.8. In S6, Renfrewshire has performed above the virtual comparator in all key measures. In previous years Renfrewshire has been below the virtual comparator at SCQF Level 7. However, this figure has consistently increased over the last 3 years and in 2019 was 20%, 2 percentage points above the virtual comparator.

8. Conclusion and Next Steps

- 8.1. The data from the 2019 exam diet demonstrates improvement across a range of key measures. Nevertheless, several challenges remain, not least, to ensure we continue to alleviate the impact of poverty on attainment across all levels; to improve levels of attainment our highest attainment cohorts; and to ensure our senior phase meets the needs and aspirations of all our young people.
- 8.2. Benchmarking meetings are taking place with each of our secondary schools where head teachers, their leadership teams, and officers from children's services discuss school and subject performance and agree next steps for improvement. These meetings also include conversations with focus groups of middle managers and young people. These meetings are focusing on the measures contained in this report along with course performance; presentation policies; the attainment of looked after children; the option choice process; and attendance. Areas for improvement are being agreed with head teachers and monitored by Children's Services as part of the service's quality improvement framework.
- 8.3. A further report on finalised leavers' data and the attainment of our looked after children will be presented to this board in spring 2020.

Implications of this report

- Financial Implications**
None.
- HR and Organisational Development Implications**
None.

3. Community Plan/Council Plan Implications

Working together to improve outcomes

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

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

12. COSLA Policy Position

None.

13. Climate Risk

None.

List of Background Papers

None.

Children's Services
24/9/19

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fiona.wright-ED@renfrewshire.gov.uk



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

On: **31 October 2019**

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

Heading: **Renfrewshire Attainment Challenge – End of Year Report**

1. Summary

- 1.1. This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge.
 - 1.2. Renfrewshire became one of nine challenge authorities in 2016. The overall aim of the Attainment Challenge is to close the poverty-related attainment gap. As part of the grant requirements, a report is submitted bi-annually to the government which outlines progress towards three long-term outcomes. The outcomes are to improve learning and teaching, improve health and well-being and to close the poverty-related attainment gap.
 - 1.3. Following an authority inspection in October 2018 and reported on in February 2019, Education Scotland concluded that Renfrewshire Council is making excellent progress with improving learning, raising attainment and narrowing the poverty-related attainment gap.
 - 1.4. Work-streams continue to deliver high quality, evidence-based approaches and interventions which are having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire children and young people.
 - 1.5. Moving forward, we will continue to evidence progress towards raising attainment and closing the poverty-related attainment gap. There will be a continued focus on the sustainability of the programme.
-

2. Recommendations

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

3. Background

- 3.1. There are five main work-streams within the Attainment Challenge. These are data analysis, learning and teaching, families and communities, leadership and care experienced children and young people.
 - 3.2. As part of the grant requirements, the authority is required to report to Scottish Government on a quarterly financial basis and bi-annually detailing progress towards outcomes through an evaluative style report. This report is also scrutinised by Education Scotland. The end of year report is attached as an appendix.
-

4. Progress

- 4.1. This section of the report will summarise progress made towards the three long terms outcomes of the Attainment Challenge. These are to improve learning and teaching, improve health and wellbeing and close the poverty-related attainment gap.
- 4.2. With regards to improvements in learning and teaching, there has been an improving trend in attainment in literacy and numeracy in all stages and curricular areas since 2015-16 within Broad General Education (BGE). Attainment in Broad General Education is measured through the Achievement of a Curriculum for Excellence (CfE) Return which assesses pupil progress in P1, P4, P7 and S3.
- 4.3. The percentage of pupils achieving the expected Curriculum for Excellence (CfE) level for their stage in literacy was 81% in 2018-19. This figure is in line with 2017-18 and represents an 11-percentage point increase since 2015-16.
- 4.4. In numeracy, the percentage of pupils achieving the expected level for their stage was 86% in 2018-19. This figure has increased consistently over 4 years and has increased by 6 percentage points since 2015-16.
- 4.5. The Attainment Challenge is also focused on improving health and wellbeing. We are implementing extremely successful approaches and interventions to support health and wellbeing and this has been recognised by Education Scotland.
- 4.6. All schools in Renfrewshire are implementing a health and wellbeing programme which is focused on improving the social and emotional competence of our children and young people. Furthermore, all schools have implemented a nurturing relationships approach in partnership with the Educational Psychology Service. Staff have also participated in training to support their knowledge, awareness and understanding of mental health.
- 4.7. The size of the poverty-related gap within Broad General Education has reduced in Renfrewshire. Achievement of Curriculum for Excellence Levels (ACEL) Return data demonstrates that the gap between pupils living in SIMD 30% most deprived areas and 70% least deprived areas has reduced by 4 percentage points in both literacy and numeracy since 2015-16.

- 4.8. The gap has reduced in both SIMD measures and free meal/ clothing grant entitlement measures over 4 years, with larger decreases in free meal/ clothing grant entitlement gap.
- 4.9. The size of the percentage point gap between pupils living in 30% most and 70% least deprived is 12 percentage points in literacy and 10 percentage points in numeracy in 2018-19. Both groups have increased attainment since 2015-16. The reason for the reduction in the size of the gap is that pupils living in 30% most deprived areas have increased at a higher rate than those living in 70% least deprived areas.
- 4.10. As demonstrated in the end of year report and reported by Education Scotland, we have made significant year on year improvements in closing the poverty-related attainment gap. A number of factors have contributed to our successful strategy and have enabled us to achieve impact. These include:
- Very strong self-evaluation informed by high-quality data to secure improvement;
 - Highly effective leadership, shared vision and an ethos of empowerment of staff at all levels;
 - The outstanding impact of very high-quality professional learning approaches; and
 - Renfrewshire Council's excellent approach to Scottish Attainment Challenge governance.
- 4.11. We will continue to build on the successes achieved in addressing the poverty-related attainment gap and continue with plans to develop the sustainability of approaches and initiatives.

Implications of this report

1. Financial

The report details the activities funded by the Attainment Challenge monies, which are additional to mainstream funding and ringfenced for this purpose.

2. HR and Organisational Development

The appendix details implications for HR and OD.

3. Community/Council Planning

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

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

The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.

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/KO
23/9/19

Author: Lauren Johnston, Project Manager, 0141 618 4023

Scottish Attainment Challenge Challenge Authorities Programme 2018/19

End Year Progress Report - September

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the 2018/19 school year, including any planning undertaken prior to the school year starting (timeframe **June 2018 – June 2019**).

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority
- a more detailed progress update for each of the individual workstreams undertaken in your local authority
- progress for both the primary and secondary programmes

We are continuing to report on the **primary and secondary programmes** together, so progress towards both together should be provided.

Please state your local authority and the name of the Project Lead.

Local Authority	Renfrewshire
Project Lead/Contact	Steven Quinn

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2018 – June 2019**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each workstream.

1. OVERALL PROGRESS AND REFLECTIONS TO DATE

First, we would like you to think about the overall progress towards long term outcomes.

As you are aware, the long term outcomes of the Attainment Scotland Fund are to:

- Improve literacy and numeracy attainment
- Improve health and wellbeing
- Close the attainment gap between pupils from the most and least deprived areas

Number of schools supported by this funding?	TOTAL: 62
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The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?

As above

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting

The authority has adopted a mixed methods approach for measuring the long-term outcomes. As such, we are collecting authority level qualitative and quantitative evidence and drawing upon national evidence. Further to this, we gather evidence from our academic partners.

This session we have partnered with the University of Stanford in delivering our numeracy strategy. This exciting international partnership involves research and evaluation support and will supplement our rich bank of evidence in demonstrating progress towards reaching the long-term outcomes of the Attainment Challenge.

As part of a social media campaign, a series of infographics and blogs were posted on social media. The aim of the campaign was to raise awareness of the Attainment Challenge in Renfrewshire and to demonstrate impact across each of our workstreams. This is in addition to the Spotlight in Success document which was launched in August

2018. See appendix 1 for the @AttainRen booklet and appendix 2 for workstream highlights.

What did this evidence show so far?

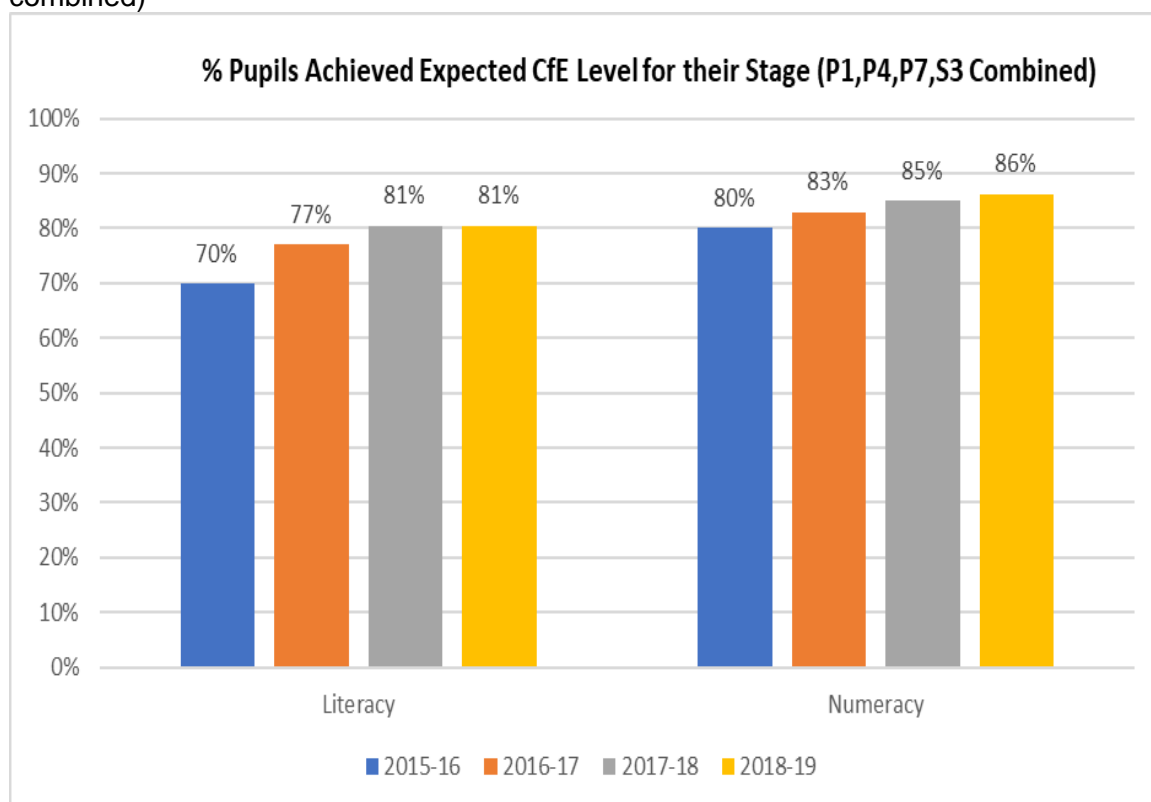
Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.

We are continuing to make progress in the long-term attainment challenge outcomes. In our authority inspection, Education Scotland (2019) noted that the authority was making “excellent progress” in improving learning, raising attainment and closing the poverty-related attainment gap. In this section, a selection of evidence for each outcome will be discussed.

Improving literacy and numeracy attainment

There has been an improving trend in attainment in literacy and numeracy in all stages and curricular areas since 2015-16. The percentage of pupils achieving the expected Curriculum for Excellence (CfE) level for their stage in literacy was 81% in 2018-19. This figure is in line with 2017-18 and represents an 11-percentage point increase since 2015-16. In numeracy, the percentage of pupils achieving the expected level for their stage was 86% in 2018-19. This figure has increased consistently over 4 years and has increased by 6 percentage points since 2015-16 (graph 1).

Graph 1: % Pupils Achieved Expected CfE Level for their Stage (P1, P4, P7, S3 combined)



Improving health and wellbeing

We are continuing to make improvements in health and wellbeing measures through a range of evidence-based approaches and initiatives. This is having an impact on both pupils and staff as detailed below.

Since August 2018, the Place2Be counselling service has been introduced in 5 of our primary schools that serve children from areas of high deprivation and 2 secondary schools. The service takes a whole school approach to improve the emotional wellbeing of children & young people, families and staff. This includes:

- therapeutic counselling;
- drop-in sessions;
- school staff training and consultancy;
- parent/carer sessions;
- whole class work;
- group sessions for children & young people;
- participation in school events;
- responding to critical incidents; and
- engagement with external agencies and partners

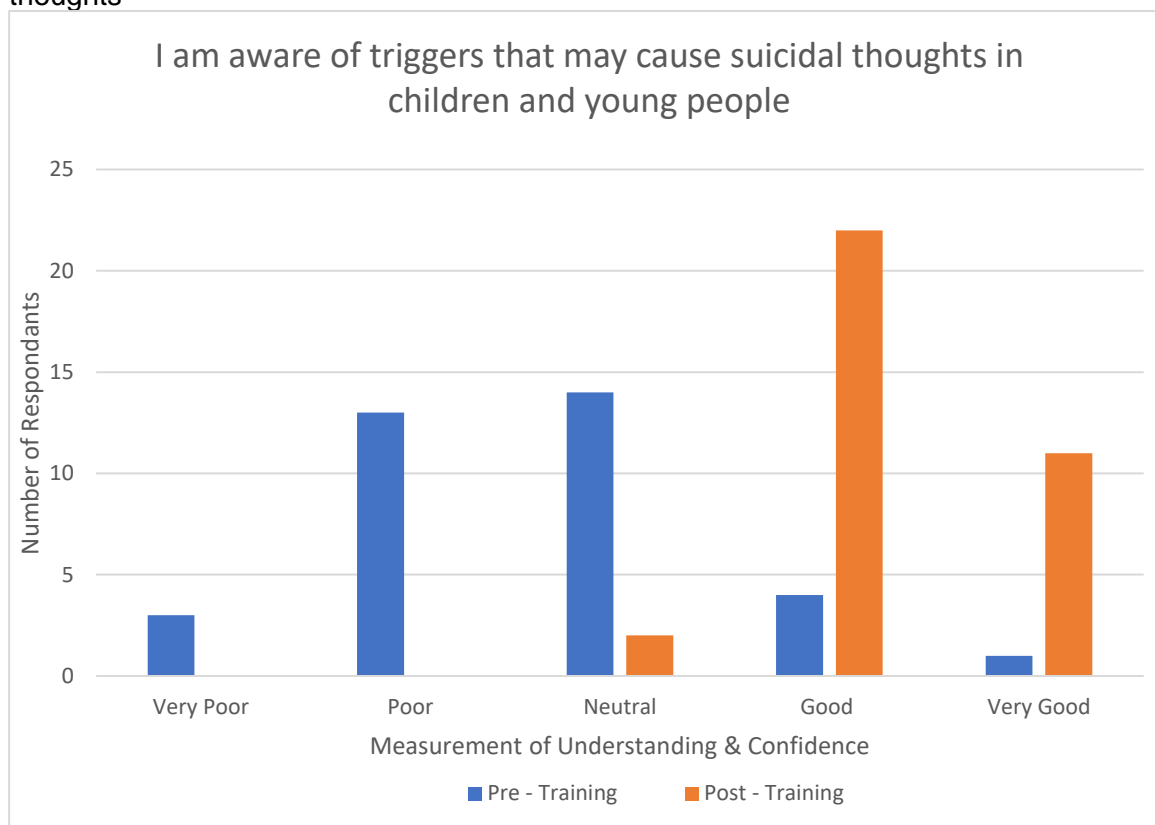
The latest Renfrewshire Place2Be termly reports show that:

- 648 sessions have been held for individuals and groups of children & young people;
- 281 children & young people have been supported in drop-in sessions;
- 38 children & young people are receiving weekly 1-1 therapeutic counselling;
- 42 whole class sessions have been delivered;
- 70 school staff members have received consultancy support;
- 33 parents are currently being supported; and
- 43 parent partnership events have been supported

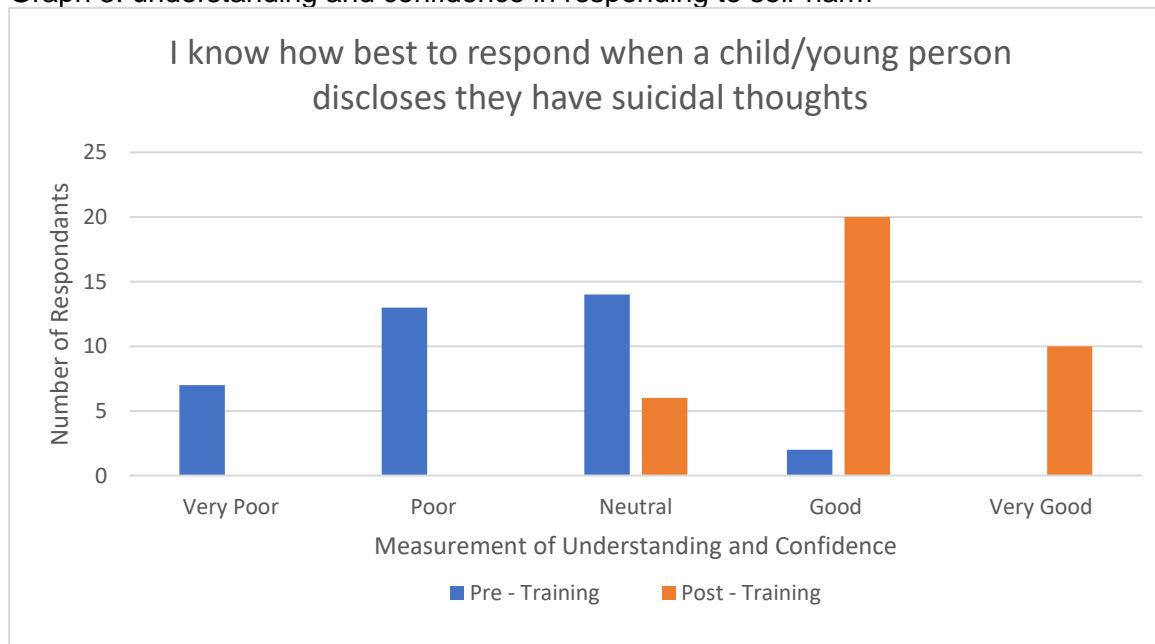
This session, there has been a number of training opportunities for staff that specifically focus on improving understanding and confidence when teaching aspects of the health and wellbeing / personal and social education curriculum, as well as increasing awareness of mental and emotional challenges children and young people face.

From March – May 2019, 4 'Understanding Suicide' sessions and 4 'Understanding Self Harm' sessions were delivered. A total of 118 participants attended voluntarily. Evidence of impact has been gathered using staff pre- and post-training questionnaires. Overall, the response from staff has been very positive with clear improvements in knowledge and confidence. Extracts of the evaluation data are displayed in graph 2 and 3 below:

Graph 2: understanding and confidence in awareness of triggers that may cause suicidal thoughts

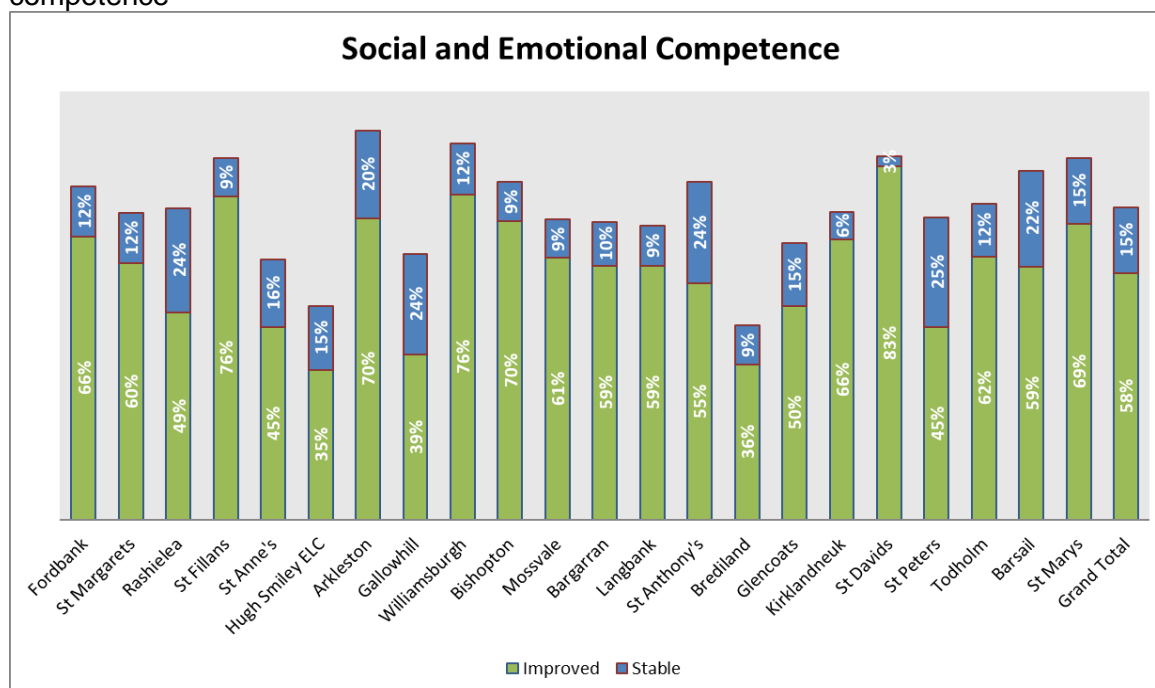


Graph 3: understanding and confidence in responding to self-harm



PATHS® is a whole school social and emotional literacy programme. Over 70% of 1201 surveyed pupils showed improved or stable social and emotional competence (graph 4). This is a similar figure to that reported in September 2018.

Graph 4: PATHS® Results from Renfrewshire for improved social and emotional competence



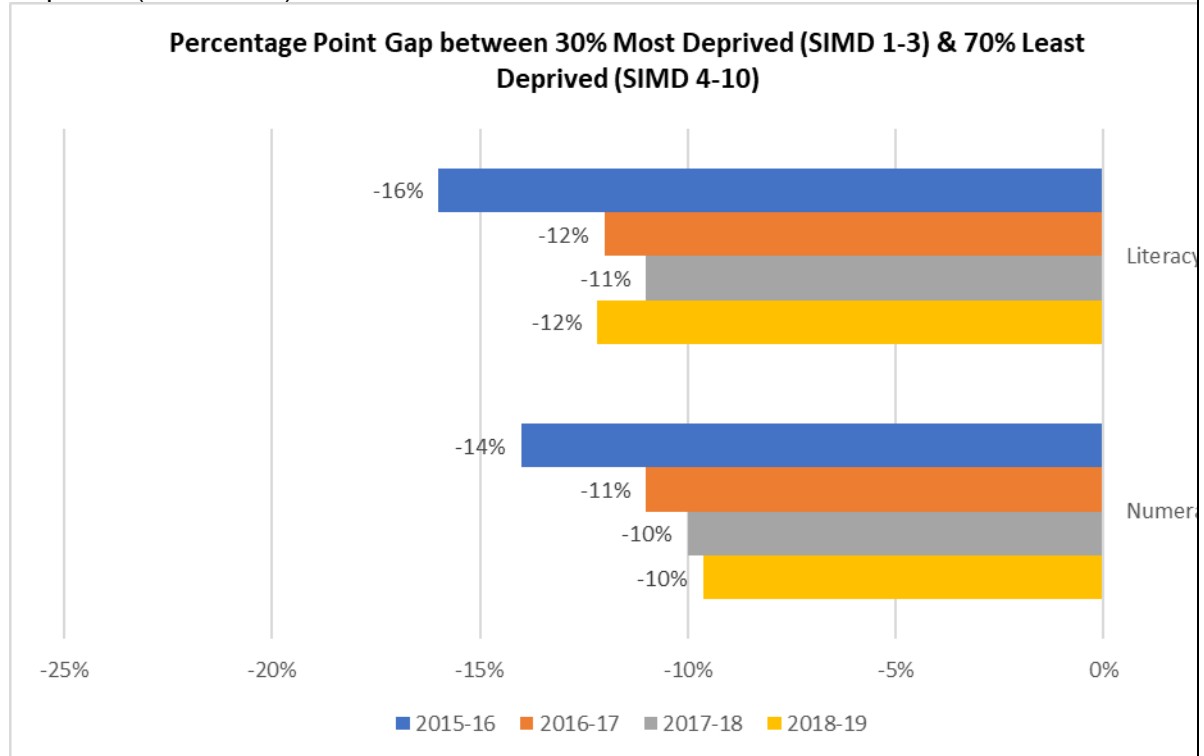
All Renfrewshire schools are implementing Renfrewshire Nurturing Relationships Approach (RNRA) at a whole school level. 24 of these primary schools are from quartiles 1 and 2, an increase of 14 from academic year 2017-18. Provisional results from the authority evaluation / University of Dundee doctoral research for RNRA indicate a positive impact on pupils' social, emotional and behavioural functioning, changes to school policy and changes in staff practice.

Further detail on health and wellbeing improvements are discussed later in this report in section 3.

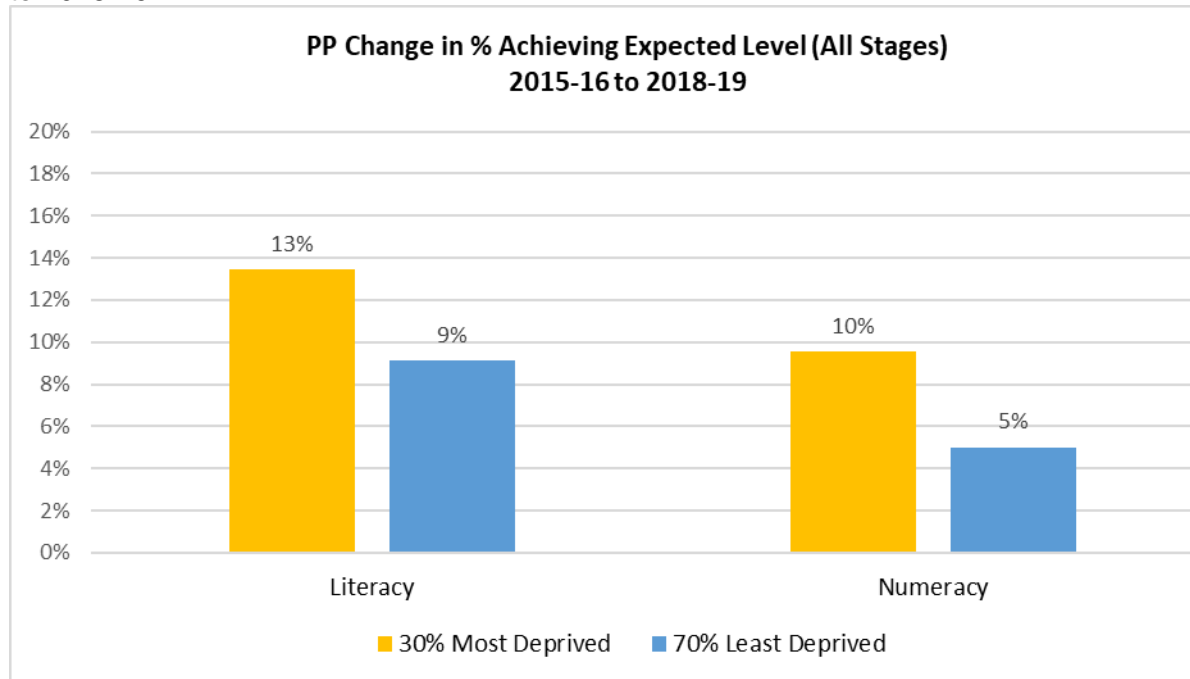
Closing the poverty-related attainment gap

ACEL Return data demonstrates that the gap between pupils living in SIMD 30% most deprived areas and 70% least deprived areas has reduced by 4 percentage points in both literacy and numeracy since 2015-16. The gap has reduced in both SIMD measures and free meal/ clothing grant entitlement measures over 4 years, with larger decreases in free meal/ clothing grant entitlement gap. As shown in graph 5, the size of the percentage point gap between pupils living in 30% most and 70% least deprived is 12 percentage points in literacy and 10 percentage points in numeracy in 2018-19. Both groups have increased attainment since 2015-16, therefore the reason for the reduction in the size of the gap is that pupils living in 30% most deprived areas have increased at a higher rate than those living in 70% least deprived areas. This is demonstrated in graph 6.

Graph 5: Percentage Point Gap between 30% Most Deprived (SIMD 1-3) and 70% Least Deprived (SIMD 4-10)



Graph 6: Percentage Point Change in % Achieving Expected Level (All Stages) 2015-16 to 2018-19



Can you share any learning on what has worked well in your overall strategy to achieve impact?

There has been significant year-on-year improvements in closing the poverty-related attainment gap since 2016 across all stage and curricular areas. This is due to a range of factors which are detailed below.

Education Scotland (2019) note that the authority has developed an outstanding approach to the use of data to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. This has encouraged the development of a positive data culture where staff at all levels are confident in scrutinising data to better understand the poverty-related attainment gap.

Our strategy is focused on very strong self-evaluation and this is informed by high-quality data. According to Education Scotland (2019), this is resulting in the implementation of very successful, evidenced-based universal and targeted interventions, which are securing improvement.

Through highly effective leadership, staff at all levels have a shared vision and ethos of empowerment. This includes a very clearly articulated vision and well-defined set of priorities which are understood at all levels and across all services. This is supporting improved outcomes for children, young people, families and communities.

High-quality and sector leading professional learning approaches are developed and delivered in collaboration with partners such as the University of Strathclyde and Stanford University. We are working very effectively with partners to deliver and evaluate evidence-based targeted programmes and approaches to close the poverty-related attainment gap. We recognise that closing the gap is a priority for all and cannot be achieved by education alone therefore strong partnerships are essential.

Education Scotland (2019) further recognise the authority's excellent approach to governance, which is set within a well-defined accountability framework. The Project Manager has visited a number of authorities to discuss Renfrewshire's approach to governance and to share practice. Other authorities have visited Renfrewshire to discuss other elements of our approach such as the quality improvement framework, use of data and PEF. This has been further supported by West Partnership Regional Improvement Collaborative events where staff have showcased practice and learned from other authorities.

A clear sustainability plan has been developed and shared at all levels. The Attainment Advisor (AA) and Project Manager has been working with all workstreams to ensure that appropriate measures are in place to support with understanding what approaches are most impactful.

It has been very beneficial to have a full-time, consistent AA. The AA has developed very strong relationships with central staff, head teachers and teachers. Key activities have included delivering training in curriculum rationale as well as providing support in self-evaluation and improvement planning. Head teachers report that this has been exceptionally positive and helpful with regards to planning and understanding the poverty-related attainment gap in their own setting. This work has led to our families of schools working closer together. A blog from our AA is provided in appendix 1.

The partnership with Stanford University has increased the pace and scope of our numeracy plan. In-depth detail on this activity is provided in section 2 of this report.

The development officer for health and wellbeing has been essential in coordinating activity and ensuring there is a strategic approach to health and wellbeing in the authority. The development officer has effectively increased the scope and pace of this workstream. More detail of this work is included in section 3 of this report.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks envisaged for the future implementation of the programme

There has been some slippage with the appointment of a new research assistant however this post has now been filled.

All risks are documented in an Attainment Challenge risk register and this is monitored by the governance board.

2. Progress in individual workstreams

Please list below the individual workstreams your local authority is working towards:

Data Analysis
Learning and Teaching
Families and Communities
Leadership
Care Experienced Children and Young People

The following table to be repeated for each work stream

1.	Data Analysis	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p>		
<p><i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i></p>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
	Outcome (i.e. what the workstream is aiming to achieve) <i>(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	Evidence Collected (e.g. focus group with parents, online survey etc)
	Increase competence levels in terms of data literacy across all Renfrewshire's establishments.	Participant feedback surveys Quality improvement visits School self-evaluation
	Teachers at all levels have a clear understanding about what the 'gap' means in their context.	School engagement tracker Teacher feedback via quality improvement framework
	Staff at all levels are increasingly clear about what works in terms of how to simultaneously create excellence and equity.	Informal feedback as part of data sharing process and training.

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

Remember: Your timeframe is from June 2018 to June 2019

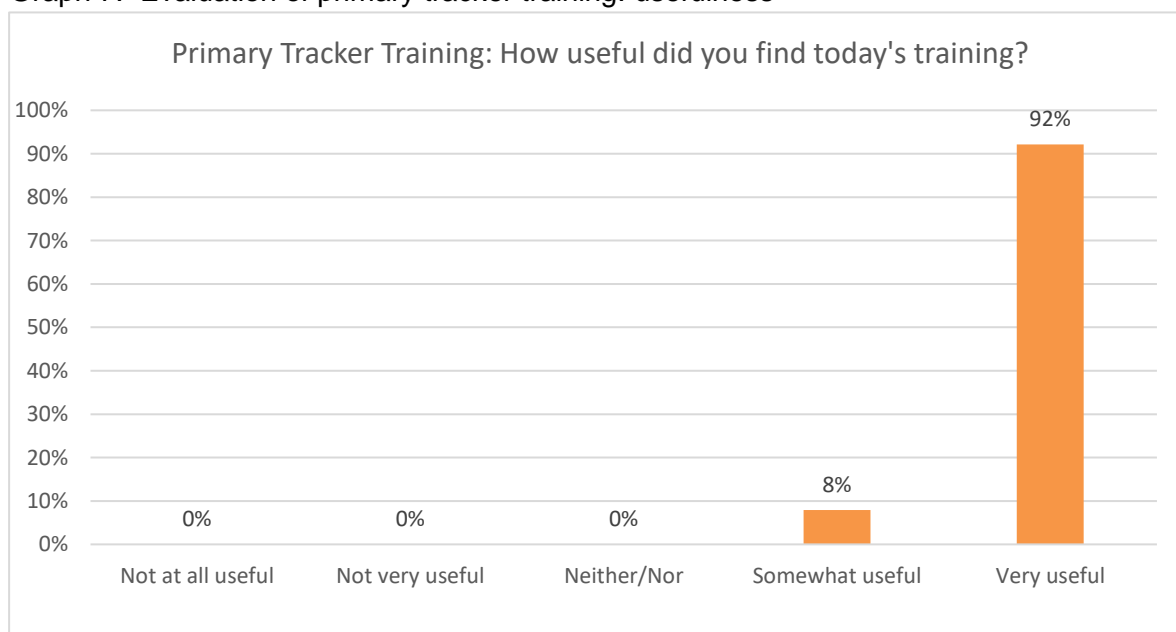
The data workstream continue to make excellent progress. Education Scotland (2019) highlighted our “outstanding approach” to the use of data to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. Key evidence from this workstream will be presented in this section.

Increase competence levels in terms of data literacy across all Renfrewshire's establishments.

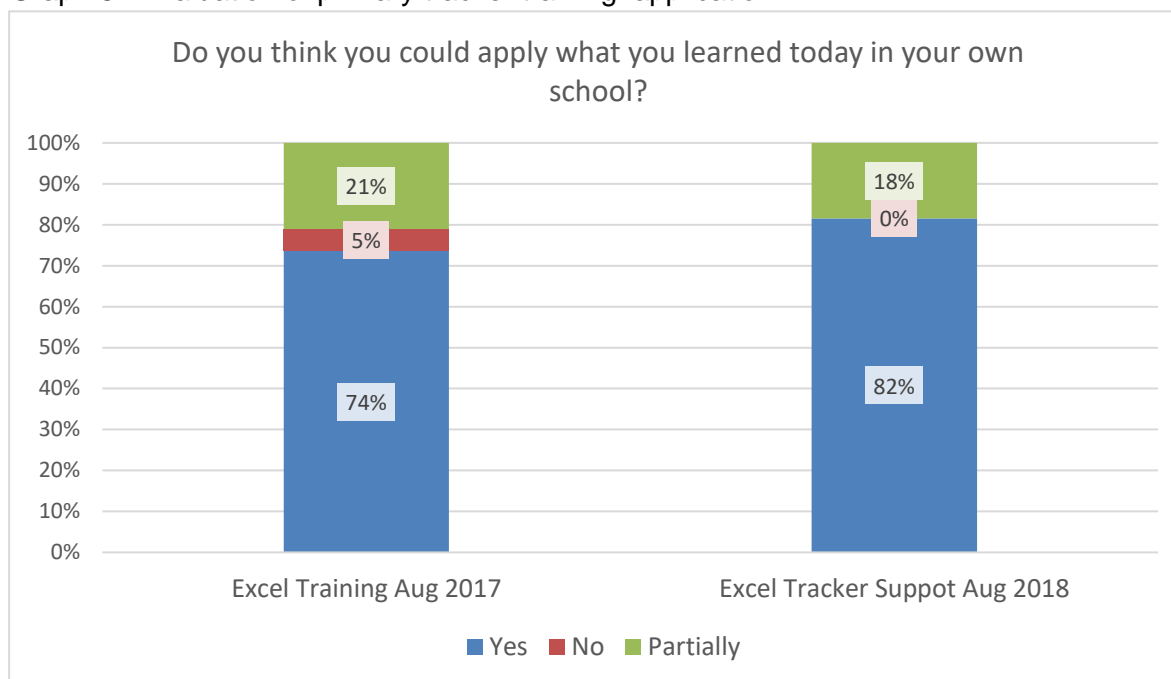
Support continues to be provided via formal training and one to one support and all schools remain engaged with the central team.

In the 2018/19 session, there was an increase in one-to-one support in comparison to group training. This was done to ensure that staff could embed the training and support that was provided in the previous year. In the primary sector, all schools had tracking systems created and were trained on how to use them, however, most required some time and additional support to put these new systems in place. A total of 70 school visits were provided across all 49 primary schools. The nature of the support provided varied, but the majority focused on implementing tracking systems and developing skills to allow Senior Management Teams (SMTs) to extract data from them. In addition, there were 81 participants that attended formal training across 42 primary schools. Feedback from the primary training sessions was positive and highlighted that staff valued training that allowed them to work with their own data/systems (see graph 7 and 8)

Graph 7: Evaluation of primary tracker training: usefulness



Graph 8: Evaluation of primary tracker training: application



The level of support provided to secondary schools increased in 2018/19 and involved a mix of support types. The team provided 26 school visits across all 11 secondary schools. This is an increase from 14 visits the previous year. The majority of these visits involved supporting the PT Data Literacy to develop robust evaluations, although a number also focused on the use of tracking data with schools. The central team are supporting 9 secondary schools with Broad General Education (BGE) tracking with a focus on improving data quality and increasing collaboration across schools. Additionally, 10 secondary schools attended formal training in 2018-19, compared with 7 the previous year. Feedback has been very positive.

Training was provided for both primary and secondary staff on the BGE Benchmarking Tool. This training was well received by staff with all reporting that they were able to apply what they had learned (see graph 9).

Graph 9: Evaluation of BGE benchmarking training: application



The team continue to run the secondary Data Network Group which is attended by the PT Data Literacy from each secondary school. A revised standing agenda was agreed by the group to ensure that each meeting included time for discussion, authority updates and training/support.

Teachers at all levels have a clear understanding about what the 'gap' means in their context.

Data continues to be provided to schools to demonstrate the 'gap' both at school, authority and family-school level. In addition, data demonstrating the deprivation gap in attendance and exclusion rates have been provided to illustrate a more complete picture of the impact of deprivation on pupil engagement with school.

The primary tracking systems that were put in place in the previous session continue to be used to demonstrate the poverty related attainment gap within each tracking period. All trackers include core summary data measuring the size of the poverty related attainment gap in each cohort. A number of schools have had additional attainment gap summary data added to these trackers to support discussions with class teachers around progression within the school year. This allows them to discuss the gap at each tracking meeting and can start to demonstrate the impact of their interventions.

Staff at all levels are increasingly clear about what works in terms of how to simultaneously create excellence and equity.

Data continues to be developed and shared to demonstrate the impact of the attainment challenge workstreams and show progress towards closing the attainment gap. This information is provided at authority, family grouping and school level to ensure that staff at all levels have appropriate context to allow them to interpret the data.

In 2018/19, the role of the PT Data Literacy was redefined to ensure a clear focus across all schools. A role profile was developed which focused on high level outcomes while still allowing for flexibility in the role. Extensive support has been provided by the central team to ensure that actions are fully evaluated. Each PT Data Literacy has been supported by the Management Information Officer and Research Assistant to create a robust evaluation plan and has produced initial evidence to demonstrate impact. This evidence indicates that the development of data within the school by the PT Data Literacy has been valued by staff. This evidence will continue to be developed and used to inform actions in the 2019/20 session. By sharing this information within each school, a wider range of staff will be able to identify what interventions are driving improvement and gain a better understanding of how the data informs this process. Analysis will also be shared within the Data Network Group to identify areas for collaborative work. The impact of sharing this information will be measured in the 2019/20 session.

Can you share any learning on what has worked particularly well?

The development of the role profile and support that has been provided to PT Data Literacy has been effective. The PT Data Literacy staff now have shared outcomes which allows more collaborative working and provides clarity around measuring impact. The development of detailed and robust evaluations has allowed staff in these positions to fully understand what is working and what areas of work require further development. Going forward, this will allow better sharing of information across secondary schools via the Data Network Group and will raise the profile of the role within each school.

The Management Information Officer shared data with the members of the care experienced project board and this provided very useful insight into particular gaps and areas for development which will inform future planning for care experienced children and young people.

***Can you share any learning on what has worked less well or could be improved?
Please include in here any risks to this specific workstream going forward.***

There is a continued risk that training and support is not filtered down beyond SMT within schools. Training in the 2019/20 session will focus on mitigating this risk by improving SMT confidence in analysis and highlighting opportunities to expand data literacy skills across the school.

2	Learning and Teaching	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p>		
<p>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</p>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
	Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)	Evidence Collected (e.g. focus group with parents, online survey etc)
	<p>Improvement in classroom pedagogy and, in particular, in literacy and numeracy throughout all schools in Renfrewshire</p>	<p>A variety of film footage in literacy and numeracy practice. For example: S.E.A.L, Number Talks, UKLA winners, Making Maths Count, youcubed Maths Camps</p> <p>University of Strathclyde: Exploring Pedagogy in Primary 1: Progress Report</p> <p>A range of literacy and numeracy case studies</p> <p>Literacy specific</p> <p>Film footage of literacy practice e.g. UKLA award winners & Dive into Reading pedagogy</p> <p>A range of literacy case studies</p> <p>Literacy Champions meeting agendas</p> <p>Literacy Champions consultations & evaluations</p> <p>Literacy & English Checklist</p> <p>Literacy & English Checklist audit tool and exemplars</p> <p>Learning & Teaching Position Paper: Literacy & English & Numeracy & Mathematics</p> <p>Feedback from programme of CLPL and bespoke sessions delivered to individual schools</p> <p>Head teacher evaluations</p> <p>Sampling and analysis of a variety of pupil attainment data and engagement surveys</p>

	<p>Teacher reflections from each Dive into Writing training session</p> <p>Class teacher Dive into Writing pre & post training questionnaires</p> <p>Classroom assistant interviews and questionnaires</p> <p>Head Teacher interviews for classroom assistant training</p> <p>Development Officer interviews for classroom assistant training</p> <p>Content analysis of weekly classroom assistant diaries</p> <p>Recording of pupils' views re classroom assistants.</p> <p>Review of Teacher Professional Judgement & SNSA data</p> <p>Evaluation reports produced by the University of Strathclyde:</p> <ul style="list-style-type: none"> • Classroom Assistants in Renfrewshire: Voices, Growth & Impact (published September 2018) • Dive into Writing: Interim Report - September 2017 - June 2018 (published September 2018) • The Renfrewshire Data Project: Lessons from Children's Lives, Children's Learning (published September 2018) <p>Numeracy specific</p> <p>S.E.A.L. Phase 3 Evaluation Analysis</p> <p>Renfrewshire BGE Progression and Support Document Suite</p> <p>Numeracy Champion Consultation and Evaluations</p> <p>Numeracy & Mathematics Checklist</p> <p>Numeracy & Mathematics Checklist Audit Tool and exemplar</p> <p>Feedback from Upskilling Teacher's Knowledge and Confidence Training</p> <p>Modelling and Coaching Officer record of involvement</p> <p>Pre and Post Camp surveys</p> <p>Teacher reflections on camp involvement</p> <p>Winning Scotland 'Train the Trainer' forum responses</p>
Greater consistency in assessment and moderation within and across schools	<p>Feedback from Development officer from Co-ordinator meetings.</p> <p>West Partnership end of process survey</p> <p>Comparison of judgements Renfrewshire v West Partnership</p> <p>Moderation staff training evaluations</p> <p>Holistic assessment CPD evaluations</p> <p>Renfrewshire primary moderation programme evaluation survey</p>

	Assessment and Moderation Leads participation survey
Improved curricular transitions for targeted pupils	Post transition staff survey Cross sector planning/ moderation session evaluations Target pupil tracking tool Post transition family survey QA visits/ observations and 1:1 meetings with transition practitioners Transition practitioner self-evaluation sessions Numeracy transition project 'How I Feel About Maths' pre and post survey Literacy transition project 'The Great McGunnigle' pupil and staff post transition survey Case studies

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

Remember: Your timeframe is from June 2018 to June 2019

Education Scotland (2019) note that “there is a very clear and consistent focus on improving aspects of literacy, numeracy and health and wellbeing to meet more effectively the specific needs of individual learners” through the Attainment Challenge work in Renfrewshire. The impact of this workstream will be demonstrated through three Learning and Teaching workstream outcomes discussed below.

Improvement in classroom pedagogy and, in particular, in literacy and numeracy throughout all schools in Renfrewshire

Numeracy specific

Four Modelling & Coaching Officers (MCOs) took up their roles in August 2018, providing enhanced support to 6 quartile 1 and 2 schools each. The overarching aim of the deployment of the MCOs is to improve learning and teaching pedagogy to raise achievement and attainment in Mathematics. This support has been completely bespoke and driven by the improvement agenda in each school. Quartile 3 and 4 schools have also benefitted from this support on request under the universal support offer. To date, all 24 quartile 1 and 2 schools have received regular input and 13 of 25 quartile 3 and 4 have received support on request. The support has taken many forms including:

- modelling & coaching pedagogy and best practice;
- delivering professional learning sessions;
- advising on models of instruction/supporting the move to mixed attainment learning;
- advising and modelling use of resources via Concrete Pictorial Abstract (CPA) approach; and
- promoting consideration of the 3 Domain and promoting mathematical mindset culture

The MCOs have contributed significantly to the provision of professional learning opportunities. This includes sessions focussed on practice for the development of number sense and effective pedagogy.

149 teachers received 'Beyond S.E.A.L.' training. 100% of teachers who reflected on their involvement with 'Beyond S.E.A.L.' training stated increased confidence in using effective concrete and pictorial methods for the teaching of the 4 operations and Fractions, Decimal Fractions and Percentages. 71% of respondents rated the training as 'Excellent' with the remaining 29% rating it as 'Good'.

390 teachers participated in Early Level, First Level S.E.A.L. and S.E.A.L. 'In the Playroom' training. Teacher knowledge and confidence in implementing Early Level S.E.A.L. approaches increased from 53% to 97%. Knowledge and confidence in using First Level S.E.A.L. approaches increased from 53% to 95%.

A focus of our numeracy work, in line with the recommendations of the 'Making Maths Count' report, is to improve personal and social identity. To do this we have decided to focus on developing mathematical mindsets through growth mindset education. This has taken the form of two workstreams:

- 1) Winning Scotland – Train the Trainer Module
- 2) Stanford University Partnership with Professor Jo Boaler

Winning Scotland – Train the Trainer Module

This professional learning experience focusses on the development of the knowledge and skills of leaders and class practitioners in applying the principles of Growth Mindset in their own settings. This is facilitated by The Winning Scotland Foundation. The purpose of this course is to equip mindset champions with the knowledge to understand the concepts of growth mindset and to consider how to apply this in the context of their own school/ learning community.

We currently have a cohort of 77 HTs, DHTs, PTs and class teachers completing the online element of this module. This cohort will plan, implement and reflect on a school-based project between June and December 2019. Cohort 2 began their journey in August 2019.

In terms of initial impact, participating staff have increased knowledge in the fundamentals of growth mindset education with emphasis on mathematics in the context of the Scottish curriculum. Part of the online module requires forum interaction where clear, informed reflections have been made by staff, showing a deep understanding of the elements required to create a growth mindset culture.

Stanford University Partnership with Professor Jo Boaler

The development work we have undertaken in partnership with Stanford University focuses on the development of positive mathematical mindset culture across all our schools by exploring the neuroscience of learning and by presenting mathematics as a creative and flexible subject.

In February and March 2019, a group 19 Head Teachers, Class Teachers and Central Team staff participated in the professional learning visits to Stanford University in California. During these visits, staff participated in leadership and pedagogy summits and visited schools. Staff also met with San Francisco Unified District leaders of mathematics to discuss their innovative approach to the curriculum and took part in bespoke sessions with Professor Jo Boaler and Cathy Williams from the youcubed team at Stanford University.

Part of this partnership is participation in a 3-year research programme from session 2018 – 2019 to session 2020 – 2021. The data for this research will originate from the children that were involved in our youcubed maths camps in May 2019. This involved 172 children from across 6 quartile 1 and 2 schools who participated in an immersive experience of creative

and flexible Mathematics where discovery and struggle were valued and where children were given the opportunity to expand and apply their knowledge and understanding across a range of tasks. The children involved completed pre and post camp surveys and MARS assessments. This data, together with standardised assessment data and qualitative data such as Maths Histories and reflections will be analysed by the youcubed team at Stanford University. This data will contribute to a research paper, written in partnership by Renfrewshire and Stanford University. More information on this research can be provided at request.

Early impact has been ascertained by professional dialogue, quality improvement activity, the learner experience and pupil voice. Teachers who have been involved have reflected on their experience and are adapting their models of instruction to make mathematics more collaborative, creative and flexible. Children are more open to feeling 'struggle' and know that this is a valuable part of the learning process and indeed proves that they are being challenged in their learning. Additionally, the language being used by teachers and children has shifted. Less comparative language, more language that encourages creativity and more openness to discussing mistakes is prevalent.

Literacy specific

Session 2018/19 marked our fourth year of partnership working with the University of Strathclyde. Planned programmes across the year have been designed to embed and extend aspects of the Renfrewshire Literacy Approach.

Our network of Literacy Champions has continued to grow with over 90 Literacy Champions representing 39 schools plus our team of transition teachers. 80% of quartile 1 and 2 schools have at least one identified Literacy Champion. Seven meetings across the year have supported Champions to effectively lead and embed the Renfrewshire Literacy Approach within their schools as well as providing an opportunity to share key local and national updates and disseminate good practice. This network is fundamental to the sustainability of the approach.

Following implementation of our first cohort of 'Dive into Writing' training in session 2017/18, an evaluation report, 'Dive into Writing: Interim Report - September 2017 - June 2018', was published in September 2018. Key findings demonstrated significant changes in both classroom pedagogy and teacher/head teacher mindsets in relation to the teaching of writing:

"I have a different approach to the feedback I give ensuring I comment as a reader, both on productivity but more importantly on the content. I am much more confident in teaching editing of writing and using this as an assessment tool to teach areas that children are not automatic in with their writing."

"I previously found writing quite a stressful lesson to teach. Dive into Writing has encouraged me to move away from one writing lesson a week and I feel that the children in my class are writing more often and starting to transfer some skills over taught in other areas of literacy."

"I think teaching grammar and spelling in response to children's mistakes is now being done much better and staff at all levels are being encouraged to do this. All children now have their own writing journal and this has gone down a storm! This has increased motivation and has enabled children to write more frequently about what they want to write about."

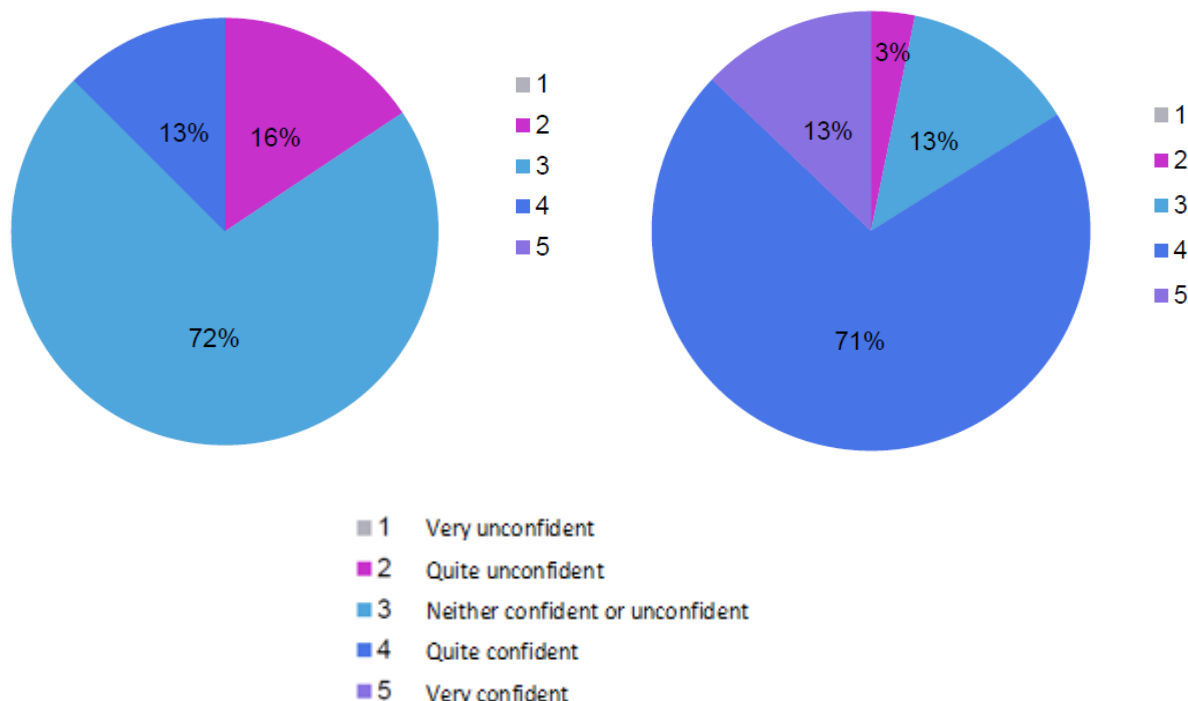
"We have issued journals to every child in the school to help encourage them to write in a low stakes format where it is completely their choice. This has made a huge difference to the enthusiasm of every child and children that are living in poverty are

able to tell their own stories in their own time and are excited to share their ideas and progress.”

“Children are enjoying writing and have more motivation to write. Shared writing in the lower school has been a great success and children who normally would be less likely to write are now producing fantastic ideas to share.”

Prior to the implementation of Dive into Writing training, only 29% of participants indicated that they were confident in supporting struggling writers. Post-training, this rose to 84% (chart 1 and 2).

Chart 1 and 2: Confidence in teaching a struggling reader pre and post training



Implementation of further cohorts of Dive into Writing training was completed in session 18/19. The core programme of 7 bespoke training sessions was delivered to 54 teachers and school leaders from 12 primary schools, plus our team of primary to secondary transition teachers. A number of bespoke CLPL sessions have also been delivered to individual schools as an introduction to this approach. A final evaluation report, produced by the University of Strathclyde, is expected in late Autumn.

‘The Renfrewshire Data Project: Lessons from Children’s Lives, Children’s Learning’ was published in September 2018. This small project considered individual school approaches to data use and planning. The report outlines a number of key findings for further reflection and discussion to ensure highly effective school systems.

The Three Domain Model (University of Strathclyde) has been consistently adopted across Literacy and Numeracy and underpins our programmes and approaches. To demonstrate links across literacy and numeracy, a Learning and Teaching Position Paper outlining clear aims, outcomes and authority actions was published in September 2018. This has shared our vision for both Literacy & English and Numeracy & Mathematics experiences for our children and young people across the authority within the context of the Three Domain Model.

Our programme of professional learning for classroom assistants continued in session 2018/19. In partnership with the University of Strathclyde, a further two cohorts of classroom

assistants completed a 14-week programme of training covering aspects of both literacy and numeracy, culminating in a celebration event to share learning and acknowledge the achievements of our participants. Demand for places within this training remains high with a further 34 classroom assistants from 23 schools across quartiles 1 - 4 completing the programme this session.

100% of participant evaluations indicated increased knowledge, confidence and skill in effectively supporting pupils with the highest increases noted in supporting comprehension, supporting young readers, supporting writers and the development of numeracy (SEAL maths):

“When supporting learners within maths, I am more aware of using concrete materials and strategies to help them e.g. base 10, cuisenaire rods, counters etc.”

“I take a more in-depth approach to hearing reading groups. Partly by encouraging pupils to air their thoughts and opinions about different aspects of the book they are reading, but also to find links and comparisons to their own experiences and to question ideas.”

I enjoyed learning about cultural capital. I had not thought about the impact children can bring from home to school and experiences. The 2 domains was particularly interesting and I could start to relate this to pupils with better understanding.”

“As a result of this course, I have more confidence when talking with teachers regarding children. I am better able to communicate with them about the support needs of the children I work with. I am more able to take a child or a group of children and work with them without detailed instruction from the class teacher.”

An evaluation report, ‘Classroom Assistants in Renfrewshire: Voices, Growth and Impact’ was published in September 2018 - this makes a number of recommendations at both local and national level to support the effective use, deployment or classroom assistants and the need for ongoing, high quality professional learning.

The Libraries Attainment Team continue to work in partnership with the Learning and Teaching workstream. This session, the team worked with 8 secondaries and 23 primary schools. Over 50% of the primary schools were from quartile 1 and 2. 368 pupils took part in literacy projects and 19 library spaces were created benefitting over 4000 pupils. The projects have positive outcomes for pupils, teachers and parents. For example:

- 93% of primary pupils stated they were more confident in reading a book;
- 77% of parents / carers said they were more aware of what books to choose for their child;
- 84% of teachers said the work of the primary outreach librarian had significantly / largely increased positive reading attitudes; and
- 64% of secondary pupils said they felt more confident in reading aloud and would read more as a result of participating in projects

Primary 1 pedagogy training was delivered by the University of Strathclyde during this session. A third and final cohort involved 19 teachers from 8 primary schools who began the programme in August 2018 and completed training and evaluation activities in January 2019. The training continues to have a positive impact on practitioners. For example, there was a substantial increase in teachers’ knowledge and understanding of children’s early learning – from 38% agreeing that they had extensive knowledge pre-training to 77% of teachers agreeing post-training.

The quotes below also demonstrate the impact of the training:

"It has given me reassurance to carry out more child-led and teacher-initiated learning. I have been able to understand more about the way a day should be arranged and it has given me more autonomy in my practice. I feel I am able to be more flexible when I plan" - teacher

"The training programme has reinforced my understanding of active learning and has supported my planning, organisation and focused my organisation of the playroom to ensure a quality learning environment" – teacher

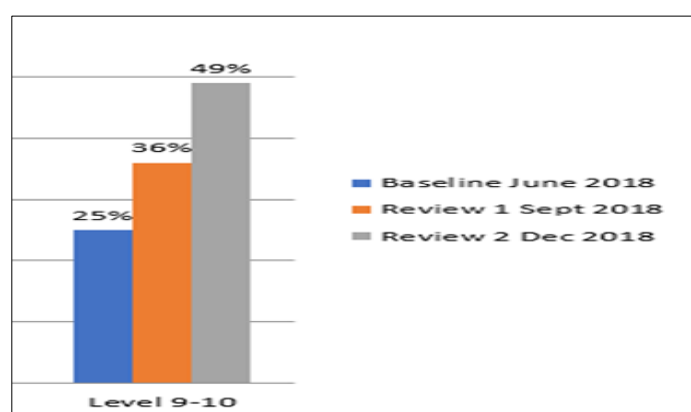
"I have totally altered my classroom with more opportunities for play, especially child led. We are now planning more responsively" – teacher

Improved curricular transitions for targeted pupils

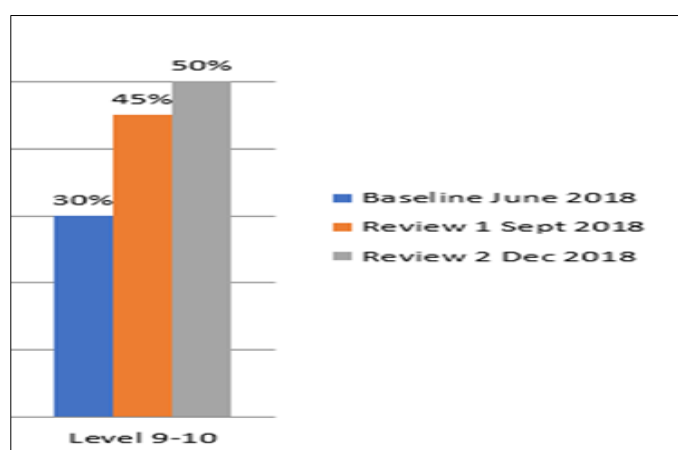
The Renfrewshire curricular transitions model was highlighted in the TES magazine in April 2019 which can be viewed by following this link: <https://www.tes.com/magazine/article/how-get-primary-pupils-ready-jump-secondary-school>. The work is also captured further in a blog in appendix 1.

Pupil tracking evidence shows that the transition teacher role is positively impacting on target pupil engagement and participation in learning after transition (primary to secondary). The following graphs show that the number of target pupils recording the highest levels of achievement and confidence (wellbeing) levels are increasing across transition.

Graph 10: Achievement Levels across transition 2018



Graph 11: Confidence Levels across transitions 2018



Staff also agree that the transition post has positively impacted on the engagement of target learners in learning and teaching. This is demonstrated in the quote below:

'The experience of having a transition teacher to work alongside with has been invaluable and has helped pupils settle more easily into secondary school.' – secondary teacher

92% of parents of target children also agree that the transition teacher post is valuable and should continue.

Evidence suggests that the transition teacher role has had a positive impact on cross sector relationships, planning and moderation and cross sector professional learning, the aim of which is to support improvement in curriculum continuity and learning progression. The team continue to run 'Coffee, Cake' sessions across clusters which have successfully brought staff together to discuss pedagogy and planning. The meetings have brought about some ongoing changes to practice and policy across transitions. 70% of staff agree or strongly agree that transition teacher support has impacted positively on establishment transition processes. The impact is further demonstrated in the quotes below:

"Strengthening the link between primary and secondary sector has been positive. Sharing good practice across the cluster has been beneficial" – secondary teacher

"Nursery management feel much more of a link with school because of the transition lead's role" - nursery manager

"The curricular transition lead has brought skills, experiences, ideas and has developed an excellent play area with lots of activities/resources" - primary teacher

The transition teams have developed and implemented literacy and numeracy across transition projects to enhance cross sector working, joint planning and moderation dialogue. These projects have also supported pupils to connect with their prior learning. Early evidence shows a positive impact. So far, 100% of both staff and pupils involved in 'The Great McGunnigle' literacy across transition project agree that the project has supported confidence and enjoyment in reading, and this is demonstrated in the pupil quotes below:

"I really enjoyed reading to them. It helped me get more confident" - S1 target pupil

"It's great to see a difference in their confidence in reading from P7 to S1" - primary teacher

Greater consistency in assessment and moderation within and across schools

32 participants across primary and secondary sectors, took part in the West Partnership Moderation Programme. This included training, followed by a series of inter-authority moderation events. 100% of Renfrewshire participants agreed that the professional dialogue had allowed them to reflect on their own learning, teaching and assessment approaches and 95% stated an increased confidence in integrating learning, teaching and assessment approaches more effectively in their classrooms. The number of Renfrewshire examples of evidence judged to have met the standard, increased significantly from the previous year.

Implementation of an authority wide primary moderation programme has been successfully implemented over the course of last session. Quality Career Long Professional Learning (CLPL), followed by a series of authority wide moderation events were completed by 40 schools, across 5 cohorts, focusing on one of three areas: reading, writing or numeracy. Evidence from the survey indicates an increased understanding of moderation as a process and not simply verification.

A selection of quotes below indicate the impact of the programme:

"It definitely made me think! We need more of this to ensure consistency"

“Professional dialogue helped draw my attention to aspects of learning, teaching and assessment I may not have considered”

“It has made me think more carefully about ensuring that Learning Intentions, Success Criteria and Experiences and Outcomes correlate with lesson content”

“The questions (used in the moderation process) can equally be used to guide your assessment and planning”

“Definite impact on school, encouraging deeper discussion between stage partners”

“We will have more clarity and consistency when making professional judgements”

Furthermore, moderation of 16 exemplars by Renfrewshire and West Partnership resulted in the same decision being reached for 14 of the exemplars, indicating a strong shared understanding of the standards between Renfrewshire and West Partnership, reaching 88% consistency.

Approximately 30 practitioners regularly attended the Assessment and Moderation Lead CLPL programme and have further developed their expertise and understanding of planning for assessment and moderation across BGE, in order to support their own establishments. 96% reported being clearer about planning meaningful bundles of experiences and outcomes, the key features of assessment and why it is necessary to moderate planning, as well as learner evidence. The majority of practitioners felt more confident in leading assessment and moderation within their establishments.

50 practitioners attended twilight professional learning inputs in holistic planned periodic assessment training. As a result, staff have reported feeling more confident and indicated they intend to implement this approach in their classrooms.

Can you share any learning on what has worked particularly well?

The visit to Stanford University was highly beneficial as staff were able to physically engage the practices being used in American schools. Staff observed teaching methods and liaised with international experts in context. The investment from the Scottish Government in this has been essential in building capacity and in developing a true knowledge and understanding of the approaches which can be shared with staff in Renfrewshire and wider.

Our programme of professional learning for classroom assistants has been highly evaluated by participants and has offered an opportunity for a group of staff that seek, but have often not been provided, with professional learning activities previously.

Use of the 3 Domain Model within the Renfrewshire Literacy Approach and across the Learning and Teaching workstream has encouraged individual teachers and schools to consider their approaches, curriculum and planning for individuals with a different focus often leading to greater consistency.

Our work with the University of Strathclyde has been invaluable and has grown from an initial provision of professional learning to a partnership with academics which positively impacts on several of our workstreams.

The Modelling and Coaching Officers have been highly successful in increasing the pace and scope of the numeracy work across Renfrewshire.

With regards to the curricular transitions model, opportunities for staff across sectors to come together and plan has worked particularly well. For example, nursery and primary senior management have come together on several occasions to participate in planning for change sessions using improvement tools. The sessions have been very valuable in terms

of cross sector planning that ongoing sessions have been requested to support future planning across the early level. The sessions have also supported senior managers in the early level to develop their joint improvement plans for the coming year.

The joint working with the Parents in Partnership programme (Families and Communities workstream) has been very successful in supporting curricular transitions and more detail on this approach is provided in section 3.

Consultation with head teachers prior to beginning the primary moderation project, ensured that there was full participation across the sector. The events provided establishments with excellent opportunities to look outward, coming together to engage in quality professional dialogue about learning, teaching and assessment with colleagues across the authority. This allowed time to further develop a shared understanding of expectations and standards. Almost all practitioners cited this as a benefit of the process. Furthermore, it was very encouraging to see the high level of consistency between Renfrewshire judgements and those of the West Partnership. Key messages from the national QAMSO programme signposted assessment and moderation practice in Renfrewshire.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

Originally there had been plans to appoint a Secondary Lead Practitioner to support numeracy developments across the BGE. However, due to staffing issues this was not possible. Alternatively, the BGE Empowerment fund for numeracy was created for Secondary schools to bid for funding to support a project that raises attainment and enhances the quality of learning and teaching across the (BGE). Bids have included projects focusing on mastery, STEM and Concrete, Pictorial, Abstract (CPA) strategies in a secondary setting.

As an Attainment Challenge authority, we are offering a significant number of professional learning opportunities as we invest in our workforce. At times, this can appear overwhelming to schools or individual teachers. Care has been taken when planning programmes for session 2019/20 to avoid overlap as much as possible and to stagger training opportunities to allow staff both the time to attend and implement strategies from training within their classrooms.

We have also identified a trend of greater attendance at CLPL opportunities when these take place during the school day as opposed to after school. While it is challenging for schools to release staff during the school day, offering additional sessions on a bespoke basis to individual schools has provided a better balance and has allowed more schools to engage.

The curricular transitions workstream is highly dependent on 'buy in' and close collaboration with establishment staff. The transition role is most successful when establishments work closely with transition practitioners. In some areas this collaborative practice could be improved. As such, the team are continuing to develop a range of opportunities to raise the positive profile and understanding of the role.

In collaboration with head teachers, there has been discussion on time allocated to moderation planning and evidence preparation which has supported the activity.

Now that schools have been empowered to carry out quality moderation, there will be a focus to ensure this remains a key priority. However, staff turnover, or competing priorities may hinder this. To mitigate this risk, the development officer will monitor and continue to offer support to schools where required.

3	Families and Communities	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<div style="text-align: center;"> <p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p> </div>		
<p><i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i></p>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
Outcome (i.e. what the workstream is aiming to achieve) <i>(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>		Evidence Collected (e.g. focus group with parents, online survey etc)
Improved parental engagement		Case studies of families and pupils Parent's attendance rates in programmes Number of families engaged in programmes Staff interviews and focus groups Parent and pupil interviews Number of requests for an interpreter/translator University of the West of Scotland Family Learning evaluation report Nature and quality of parental engagement records Family Learning Plans Evaluation Questionnaires Creative Evaluation Session Group Evaluations Film/video evaluation interviews P7. Pizza Time Film Book Review Diary (which includes pizza pet relating to book and camera) Parents Impact Statements Head teacher Quotes and Evaluations Parental Engagement and Involvement Survey data
Improved health and wellbeing for target pupils		Case studies of pupils and families Wellbeing webs and action plans Phasing data for RNRA

	Pupil interviews Staff training evaluations for RNRA Number of schools participating in RNRA Schools' RNRA action plans PDSA (Improvement methodology) RNRA Journey Summary Reports RNRA Focus Groups RNRA Doctorate Research Evaluation PATHS® End Year report Number of attendee's at 'Understanding Self Harm' awareness session Number of attendee's at 'Understanding Suicide' awareness sessions Pre- and post-questionnaires for staff who Number of attendee's at LGBT Awareness Session (Secondary) RSHPE (LGBT)– Health improvement Pre- and Post- questionnaires Place2Be Quarterly Reports Feedback from teaching staff and Head Teachers
Improved or maintained inclusion	Case studies of targeted pupils Pupil participation and attendance rates at school and in programmes Staff interviews Initial feedback received from schools about their experience using interpreters Exclusion figures

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

Remember: Your timeframe is from June 2018 to June 2019

The Families and Communities workstream continues to make excellent progress towards building inclusive and nurturing schools through a range of evidence-based approaches and programmes.

Education Scotland (2019) noted that the council's strategies in engaging with parents have been highly effective. As a result of these programmes, staff have been able to "skilfully develop trusting and positive relationships with parent/carers" (Education Scotland, 2019) In this section, the evidence for each project has been reported under three main work-stream outcomes.

Improved parental engagement

Inclusion Support Assistants engage with parents in a variety of ways to improve outcomes for young people in secondary school. Qualitative evidence captured, through records and case studies, for each young person, indicates that in 70% of the cases, medium or high engagement with parents was achieved. This included regular telephone/text contact, home visits, supporting parents and young people at Education Support Team (EST) meetings,

Parents in Partnership (PIP) programme, medical appointments, signposting to services and in applying for benefits to which they are entitled.

In our recent inspection report by Education Scotland, inspectors stated that:

"Inclusion Support Assistants support children, young people and their families when learners are struggling with attendance, exclusion or difficult home circumstances. 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."

Feedback from parents has been positive as demonstrated in the parental quote below:

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

The Family Learning programme continues to be popular and has had a positive impact in 8 primary schools. During this period, 254 parents engaged in the Pizza Family Learning project. The programme has transformed parental engagement, particularly in schools that have adopted the whole school approach to Pizza Learning. Schools report that:

- attendance at Parents' Night has increased, but more importantly parents are taking part in 3-way conversations – parent-pupil-teacher;
- the number of parents attending and taking part in school events has increased and this is sustained after their child has moved on to high school;
- Parent Councils have been transformed and they are leading on events;
- parents are creating and attending groups after children have left primary school; and
- parents going on to complete further adult learning education courses

Some quotes from parents and head teachers demonstrate the impact of Pizza Learning:

'The books are great to talk about as a family, we have made a family library, the pizza books are her favourites' – parent

'I would recommend pizza reading to other parents as its not only helped Casey with her reading but making new friends and gives her something to look forward to'. – parent

"The project has been great in showing parents that supporting their child's learning can be great fun ... so this is really having a positive impact on parental engagement" – head teacher

"Pizza family learning breaks down barriers to learning" – head teacher

"Pizza Reading has had an impact on parental confidence; this is evident in many ways such as an increase in parental involvement within the school and wider community" – head teacher

Interpreters continue to be used by schools and they provide face-to-face and written translation support. A total of 38 written translations and 78 interpreting assignments have been conducted. As a result of the support, families and children have been able to:

- change the nursery time for one child allowing both children to attend school and nursery regularly;
- ensure letters were sent to families in their language so they could understand communication from school;
- arrange special parents evening so parents could find out how wonderfully well their children were doing in school once they came regularly;

- apply for vital benefits with support;
- progress English language skills; and
- communicate better with their peers

The Parents in Partnership programme was implemented in 10 secondary schools during this period and has a primary focus on the transition stage of education between P7-S1. 150 reported families engaged with programmes in session 2018/19 across 10 schools from S1-S3. This is an increase from 98 families recorded in 2017/18. The quote below highlights the impact of the Parents in Partnership programme:

“This has been a very worthwhile experience for me. With a very anxious child, worrying about starting high school, this has given me good insight into the school which I can use to ease the mind of my child. It has helped me to meet and get to know members of staff who have put my mind at ease about so many issues” – Parent

Following effective training, provided by CLD, the Just Parents group is able to provide support in schools with regards to parental engagement and developments with the Parents in Partnership programme.

The quotes below from parents highlight the impact this group has had on the volunteers:

“For us coming together, it allows me to take a step back and see how things are done elsewhere, and seeing what benefits we can take from each other, sharing best practice” – Just Parent Volunteer

“I think for someone like me, turning up I would have never gone to a parents council meeting or anything like that. For me to go to it, the way it was set, it really helped me get involved. For me coming in and getting to know everybody helped me, it really did benefit me, I think we all have good memories from it” – Just Parent Volunteer

“I’ve never been involved in anything like this ever, the training, you can’t really put a price tag on it. For not knowing what you’re going to be doing to now having an idea and some structure behind us and unity” – Just Parent Volunteer

This group of parents also supported an update of the Renfrewshire’s parental engagement strategy. The Parents in Partnership programme is further detailed in appendix 1.

Improved health and wellbeing

We recognise that LGBT awareness has an impact on pupil’s health and wellbeing and as such, training sessions were organised to respond to this. Almost all secondary schools were represented at the ‘LGBT Awareness Session’ in November 2018. The training session was arranged in response to the staff survey conducted by Health Improvement Team as 88% of staff surveyed indicated that they required professional learning in this area.

Prior to attending the training, 50% of participants rated their knowledge of LGBT+ issues as either ‘Very Knowledgeable’ or ‘Knowledgeable’ and 50% rated their knowledge as ‘Neither knowledgeable nor unknowledgeable’. Following the training, 91% rated their knowledge as either ‘Very Knowledgeable’ or ‘Knowledgeable’.

Participants were also asked to rate how confident they felt supporting a LGBT young person with 42% feeling ‘Very Confident’ or ‘Confident’ and 46% feeling ‘Neither confident nor unconfident’. Following the training, 100% stated that they felt either ‘Very Confident’ or ‘Confident’. Finally, participants were asked to rate how informed they were about organisations that support LGBT+ young people with 36% stating that they felt either ‘Very Informed’ or ‘Informed’, 46% felt ‘Neither informed nor uninformed’ and 18% felt ‘Uninformed’. Following the training, 100% felt either ‘Very informed’ or ‘Informed’.

This training ensures that staff now have increased confidence, understanding and awareness of LGBT+ issues and can use this to support children and young people. 5 secondary schools and 3 primary schools are currently pursuing LGBT Charter award supported by LGBT Scotland.

Place2Be provided SCEL-endorsed mental health champions training for school leaders from 7 primary and 2 secondary establishments from March to June 2019. In addition to the 4 full day training sessions, schools were supported with two 1-hour consultations in school that gave them the opportunity to review specific goals and provide a framework for developing an action plan. Early evaluation supports that staff particularly enjoyed the time to spend with colleagues discussing school priorities and plans to create a 'mentally healthy' schools.

Simultaneously, 4 half-day workshops and 2 consultation sessions were provided for 20 classroom and support staff. The training aimed to increase teachers' confidence and enhance their understanding of children's emotional wellbeing, ultimately improving classroom management, management of personal stress and thus improving the overall effectiveness of their teaching. The consultation sessions allowed staff to review the behaviour of individual children and young people they work with and provide practical strategies for dealing with challenging or concerning behaviour. Whilst the formal evaluations are still being collated, staff have highlighted that they felt this training was extremely useful and practical.

Quotes below further demonstrate the impact the training has had on classroom staff:

"This was a great course to attend. It helped me realise that there are no quick fixes in relation to mental health and provided me with strategies and ideas to bring back to school, share with my colleagues and make a difference, where possible, to our children, families and staff." – Teacher

"I have thoroughly enjoyed the course and looked forward to every session. It was so valuable to learn from such knowledgeable professionals and be able to engage in quality dialogue with fellow colleagues. The course content was relevant, applicable and useful and I look forward to sharing it with our staff. Also, it ties in perfectly with the Renfrewshire Nurturing Approach and is useful for working with pupils with ASN." – Teacher

A new mental health resource and supplementary toolkit has been developed and distributed to establishments to ensure that all staff working with children and young people receive the same high-quality professional learning experience by December 2019. This will support the ambition that all children and young people receive the right help at the right time. A Renfrewshire Health and Wellbeing website provides helpful information, resources and fortnightly newsletters to support establishments.

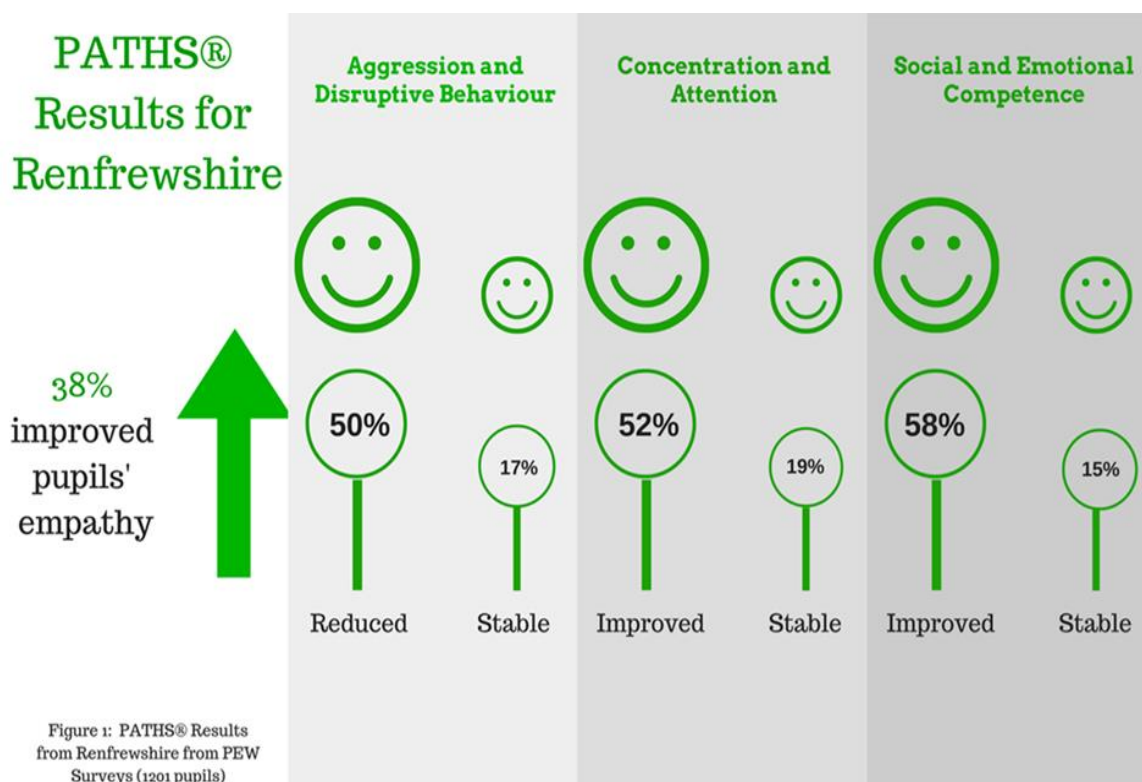
Inclusion Support Assistants have adopted the SHANARRI wellbeing indicators to support self-assessment of health and wellbeing with targeted young people. These are completed 3 times throughout the school session and actions emanate from the results. The two wellbeing indicators highlighted most often as a concern for young people are 'achieving' and 'responsible'. In the period Sep 18 – end May 19, these scores have improved for 73% of young people and 52% of pupils respectively, (where initial scores were 7 or less out of 10).

The Pizza Learning programme has demonstrated improvements in relation to parental and pupil confidence, self-esteem, resilience and wellbeing. This is brilliantly highlighted in a poem (appendix 1) written by a parent which was presented to over 300 individuals at a celebration event.

The PATHS® programme is now being utilised in 23 schools across Renfrewshire. This session, 64 teachers have been trained and 5660 children have engaged with the

programme culminating in improved social and emotional wellbeing in children and young people. This is displayed in infographic 1 below:

Infographic 1: PATHS end of year report data



Key findings from the PATHS® end of year report is outlined below:

- 87% of teachers agree that children are using a wide range of emotional vocabulary to talk openly about how they are feeling;
- 78% of pupils reported that PATHS® has helped them to understand their own emotions moderately, very much or a great deal;
- 80% of pupils said PATHS® has helped them understand others' emotions moderately, very much or a great deal;
- 91% of teachers agree children are able to use calming down strategies with support; and
- 76% of children reported that PATHS® has helped their understanding and management of feelings moderately, very much or a great deal

Comments below further demonstrate the impact of PATHS®:

"The children are kinder towards each other" – Head teacher / in-school coordinator

"The calming down strategies which are taught are a superb vehicle to use with a distressed child" – Teacher

"I've learned not to lash out when I am angry and deal with it differently" – Pupil

"PATHS® has taught me motivation – everything's possible" – Pupil

A view from the PATHS® coaches is also detailed in appendix 1.

During this period, the Educational Psychology Service (EPS) extended the Renfrewshire's Nurturing Relationships Approach (RNRA) to Early Years Centres, developing and implementing the approach in Early Years Childcare Centres (ELCCs) and Partnership Nurseries. As part of this, leadership training was delivered to 9 ELCCs and all are now committed to developing RNRA in their establishments during session 2019/20. EPS will

continue to support this development and extend to partnership nurseries during 2019/20. This ensures that our children have the earliest and best start in life with regards to social and emotional wellbeing.

100 senior leaders (Head Teachers/ Depute Head Teachers) and other key staff have received 3- and 4-day leadership training to equip them to lead RNRA in their school. This training was evaluated very positively, with 100% reporting that they were 'prepared' or 'very prepared' to lead RNRA in their school. Over 1000 school staff have now attended whole school training delivered by the EPS. Staff have the knowledge and understanding to deliver RNRA in their schools.

Following whole school RNRA training, most staff reported an increase in understanding of attachment theory (90%) and of the importance of nurturing relationships in helping all children to learn and develop socially and emotionally (81%). Following nurture principle training, 97% of school practitioners reported an increase in their knowledge of the nurture principle and reported having more ideas for improving practice.

Quotes from RNRA training demonstrating impact:

"Aim to ensure that all children feel safe and valued in class by allowing them to have opportunities to speak about their emotions and to understand how they are feeling and expressing these appropriately"

"Lots of great ideas and strategies to use in the classroom to support the individual needs of pupils who experienced trauma and ACES"

"As a new teacher I am going to start critically assessing my communication in class to see if I can identify links between "success" in lessons and the way I communicated as part of my lesson evaluations"

Improved or maintained inclusion

Almost all young people receiving support from Inclusion Support Assistants are from SIMD 1-3 and represent some of our most vulnerable young people due to a range of complex factors. Over half of the young people (55%) are in receipt of free school meals and clothing grants (52%). 12% of pupils are care-experienced.

To promote inclusion and improved attendance, several strategies have been employed across schools including:

- timetable adjustments and/or alternative curriculum;
- support in classes and in nurture bases;
- group work – resilience, confidence building, seasons for growth;
- awards and qualifications e.g. Princes Trust, John Muir, YES;
- engaging partners to support young people e.g. Lifelink, school Nurse, RADAR;
- flexible learning provision; and
- pick-ups and drop offs home

Between November 2018 and June 2019, attendance had improved or been maintained at a high level for 51% of pupils being supported by Inclusion Support Assistants. 89% of young people being supported by Inclusion Support Assistants had zero exclusions during academic session 2018-19.

From the 2017/2018 cohort of pupils (currently finished S2) who were involved in Parents in Partnership programme, the following impact is evident with regards to attendance:

- 46% of pupils increased and improved their attendance from S1 to S2; and
- 38% of pupils maintained their attendance over the course of S2

From the 2018/19 cohort of 126 S1 pupils, 72% of pupil's attendance was above the Renfrewshire average of 92.96% concluding that the programme also supports inclusion and attendance of vulnerable young people.

Can you share any learning on what has worked particularly well?

The increase in families engaging with Parents in Partnership can be attributed to programme developments aligned to feedback gained from parents and carers. Schools have tailored Parents in Partnership programmes to respond to the individual needs of the families; whether this be delivering specific reconnect sessions such as 'Cooking on a Budget', reducing the number of sessions on offer, or adapting the timing of sessions and content covered.

Data suggests that good parental engagement can have a positive impact on attainment. Feedback from a Parents in Partnership coordinator noted that a group of S1 girls are positively engaged in classes, attendance is high, behaviour is excellent, work is of a high standard and the girls are supportive of each other. Their parents have formed strong bonds with the school. The parents attended all of the Parents in Partnership sessions. More examples will be developed.

The early intervention Parents in Transition programme has resulted in more effective information sharing ensuring that the most appropriate support is provided to identified families. As a result of this pilot, 9/10 schools are moving their 2019/20 Parents in Partnership programmes to transition time (May/ June) and will focus on a soft touch, relationship building approach with additional reconnect sessions post summer break.

With regards to the Pizza Learning programme, the early intervention programme helps families to develop their reading skills and increase confidence using a social practice approach, providing opportunities for parents and children to learn together. The whole school approach transforms parental engagement. In the new session, an additional quartile 1 school will implement a whole school approach.

The PATHS® modelling and coaching approach supports the sustainability of the programme. 100% of Senior Leader Teams (SLTs) reported that the coaching support has had a positive impact on the delivery of PATHS® and 81% of teachers reported that the coaching support has had a positive impact on their teaching of PATHS®:

"The additional support is a key factor in ensuring the quality delivery of PATHS"- SLT

This session we have asked schools to submit their Cost of the School Day plans along with PEF plans to encourage a joined-up approach to managing this fund. Training has also been planned for staff and parents in partnership with the Children Poverty Action Group which will aim to address the complexities of poverty.

Opportunities for staff to engage in a variety of health and wellbeing related professional development has increased and is having a positive impact on staff confidence when dealing with challenges faced by children and young people, i.e. in relation to mental and emotional wellbeing. Staff are regularly updated with opportunities for training, reading, services and resources via the health and wellbeing newsletter which is distributed fortnightly. This is an attractive method of communication for school leaders as they can locate all relevant information in one place, sub-divided under the health and wellbeing curriculum organisers which makes it easy to allocate tasks/responsibilities to staff accordingly.

Quality Improvement (QI) informed action planning is being used to evaluate impact in RNRA. This has been supported using Plan-Do-Study-Act (PDSA) for small tests of change carried out by individual practitioners. One example of a Quartile 2 primary school successfully using QI to evaluate impact was for the implementation of mindfulness. Five class teachers used PDSA cycles to try different approaches for implementing mindfulness in their classrooms, such as at transition times and as a regular part of the timetable. The outcomes from these cycles were similar with teachers reporting that the more practice pupils had, the better the focus was during sessions. It also had a positive impact on pupils returning to the classroom after lunch and minimised playground issues. Teachers also reported that using a variety of resources and approaches led to better outcomes. This school now plan to introduce mindfulness across the school to support a lasting impact.

***Can you share any learning on what has worked less well or could be improved?
Please include in here any risks to this specific workstream going forward.***

Work is ongoing to explore the collective impact of Attainment Challenge approaches and initiatives and this is being driven through the Families and Communities workstream. The PT Data Literacy network is liaising with individual projects to provide support in relation to better understanding the link between approaches and attainment. This work will continue to develop in the new session with the support of the Research Assistant and Attainment Advisor.

The timing of the 'Mental Health Champions Training for School Leaders and Classroom Teachers' training has now been revised and is set to launch early in the new session to allow appropriate time for staff to embed plans for mentally healthy schools and try new strategies that promote positive wellbeing. One key message that needs to be shared with all staff is that the expectation of making such positive change will indeed take time and must be a collective approach.

4	Leadership
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.	
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools and inclusion of early years staff in some elements of the programme</p>	
<p><i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i></p>	
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.	
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>	
Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)	Evidence Collected (e.g. focus group with parents, online survey etc)
Increase in numbers of staff, across primary, secondary and early years sectors, capable of adapting to and leading change influenced by school, authority and national priorities	Course registers Participant evaluations Participant assignments Numbers of successful appointments
Staff, across all sectors are knowledgeable about strategies for leading change, leadership approaches and co-coaching and can adapt their use to specific situations	Participant evaluations Numbers participating in ongoing co-coaching partnerships Numbers of learning sets maintained following external facilitation
Enhanced networking opportunities across all sectors improves the sharing of good practice	Participant evaluations Numbers participating in ongoing co-coaching partnerships Numbers of learning sets maintained following external facilitation
Improved secondary pupil leadership capacity	Columba 1400 impact evidence reports Numbers of pupils leading school projects as a result of participation in programmes

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

Remember: Your timeframe is from June 2018 to June 2019

The Attainment Challenge is committed to developing leadership at all levels. Education Scotland (2019) noted that our 'outstanding approach to professional learning, building capacity and leadership development has enabled the authority to 'grow its own' promoted staff through providing appropriate training opportunities'. Evidence towards staff and pupil leadership outcomes will be discussed in this section.

Increase in numbers of staff, across both sectors, capable of adapting to and leading change influenced by school, authority and national imperatives

A total of 102 participants have taken part in the Aspiring Leaders professional development programme this session. See below for breakdown per course:

- Aspiring head teacher (primary, secondary and early years) 9 participants;
- Aspiring depute head teacher (primary and secondary) 33 participants;
- Aspiring principal teacher (primary) 30 participants; and
- Aspiring principal teacher (secondary) 30 participants

During session 2018-19, we appointed 5 acting primary headteachers who had previously participated in the Aspiring Leaders training, 2 heads of early learning centres, 1 substantive and 1 acting secondary depute head teacher and 2 substantive and 4 acting primary depute head teachers. The feedback from the programme continues to be very positive with regards to effective leadership and change. See below for detail.

Aspiring head teacher (HT) evaluations:

- 100% either agreed or strongly agreed that participation in the training had made them more self-reflective in relation to leadership style/s;
- 100% strongly agreed that participation in the training enhanced their knowledge of effective leadership and the role of the HT;
- 100% either agreed or strongly agreed that participation in the training had made them more confident in their ability to lead and manage change; and
- 89% either agreed or strongly agreed that participation in the training made them more confident that the role of HT was something they will pursue in the near future

Aspiring depute head teacher (DHT) evaluations:

- 100% strongly agreed that participation in the training had made them more self-reflective in relation to leadership style/s;
- 100% strongly agreed that participation in the training made them more aware of the role/remit of DHT;
- 91% either agreed or strongly agreed that participation in the training made them more confident in their ability to lead challenging conversations/use a coaching approach; and
- 100% either agreed or strongly agreed that participation in the training made them more confident that the role of DHT was something they are suited to/will pursue in the near future

Aspiring principal teacher (PT) evaluations:

Primary

- 94% agreed/strongly agreed they now felt ready to take on the role of PT;
- 100% agreed/strongly agreed the training had encouraged them to apply for future PT posts;
- 100% agreed/strongly agreed they now had enhanced knowledge of the remit and role of the PT; and
- 100% agreed/strongly agreed they now had increased leadership knowledge

Secondary

- 100% agreed/strongly agreed that taking part in the training had increased their self-confidence in their own leadership;
- 100% agreed/strongly agreed they now had enhanced knowledge of the remit and expectations of the role of the PT; and
- 86% agreed/strongly agreed the training had encouraged them to apply for future PT posts

Pupil Leadership

There is clear evidence to suggest that pupil leadership opportunities continue to have a very positive impact on our young people. The impact is detailed in a blog focused on “Why Leadership Matters” in appendix 1.

This session, Columba 1400 delivered year 2 of their pupil leadership programme in 2 of our secondaries – Paisley Grammar and Johnstone High.

Following Year 1, sustainable projects implemented by staff and pupils to bring benefits to others within the school and the wider community have included:

- In Paisley Grammar, Year 1 pupils have gone on to rebrand the school values, ensuring more effective use of the values across the school and have created symbols to represent them; and
- In Johnstone High, pupils who experienced the Columba academy have shared their reflections of their experience in PSE classes. This was to help raise awareness of the values within the school. The group planned a series of events for the new S1s based on the school values of determination, honesty, respect, responsibility, trust and friendship. The group led a session exploring what each value meant using an experiential learning session. The series of events culminated in an S1 disco exploring the value of friendship.

Pupils and staff continue to report positive outcomes with regards to pupil confidence, leadership skills and attitudes. Below are some comments from a variety of participants involved:

“I have learned that I am more confident about putting my point across and thinking outside the box.”- Pupil

“I got to be with people I wouldn’t normally be with and I made lots of new friends.”- Pupil

Can you share any learning on what has worked particularly well?

With regards to the Aspiring Leaders programme, Aspiring HTs reported that the small group setting supported deeper, more meaningful discussion around all topics covered and supported the development of a very strong network of colleagues. Assignments allow local authority staff to get to know participants and continue to support local authority intelligence

gathering on future capacity for promoted positions. Using current promoted staff to deliver the Aspiring PT training, further supports their existing experience and leadership development and the involvement of cross-sectoral staff worked particularly well.

The involvement of a facilitator in the HT Action Learning Sets ensured the structure and opportunity to use a coaching approach, that a supportive environment was maintained, and participants were supported to create a strategic action plan to address the issue/challenge shared.

**Can you share any learning on what has worked less well or could be improved?
Please include in here any risks to this specific workstream going forward.**

Numbers completing the Aspiring PT (secondary) final project remained low despite reinforcement with nominating HTs that this was an essential element of the programme. Moving forward, each participant will be matched to an in-school mentor who will support completion of the project. Each participant will also be required to submit their project proposal by a due date.

5	Care Experienced Children and Young People	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p>		
<p>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</p>		
<p>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
Outcome (i.e. what the workstream is aiming to achieve) <i>(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>		Evidence Collected (e.g. focus group with parents, online survey etc)
Improved school attendance for targeted care experienced children and young people		Attendance and exclusion data Focus groups with targeted pupils, parents and staff Surveys and 1-1 with targeted pupil, parents and staff Case studies of targeted pupils, families, parents, staff and mentors Wellbeing wheel data SPACE evaluation conducted by University of Stirling Staff and mentor training evaluations
Reduced use of alternatives to mainstream provisions for care experienced children and young people		Number of use of alternatives / mainstream provision Impact case studies of targeted pupils and families who are accessing alternatives to mainstream SPACE evaluation conducted by University of Stirling Staff training evaluations NVR training data
Increased opportunity and uptake of extra-curricular activities		Number and nature of small grant funded applications Case studies of children and young people accessing the fund

Pro-social mentoring support positively impacts on targeted care experienced children and young people's attainment	Aberlour Attain Mentoring Service evaluation conducted by University of Stirling Mentor and mentee case studies Aberlour Attain progress updates Mentor training evaluations
<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.</p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p> <p>This fund became part of the Attainment Challenge governance structure in Renfrewshire in July 2018. A project board has been established to plan and implement activity. The board consists of a mixture of colleagues from social work, health and education. The project board reports to the Attainment Challenge governance board. The project board has agreed four outcomes and very initial evidence towards meeting these outcomes will be discussed in this section.</p> <p>Improved school attendance for targeted care experienced children and young people</p> <p>It has been recognised that poor sleep hygiene can have an impact on behaviour, school attendance and attainment. As a result, we are working in partnership with Sleep Scotland to deliver training sessions for a range of staff (early years officers, teachers, principal teachers, social workers, home-link staff, residential workers and foster carers). This training is delivered at different levels (sleep awareness, sound sleep and sleep counsellor) and equips staff to better understand bedtime routines and behaviour management, approaches to sleep, sleep disorders, sleep patterns and processes. 51 participants have attended the training this session. Evaluations support that participants found the course informative, stimulating and helpful. Comments from participants demonstrate the impact of attending sessions:</p> <p><i>"Thoroughly enjoyed the presentation. Lots of helpful advice that I can feed back to colleagues"</i></p> <p><i>"Excellent resources and looking forward to making use of them"</i></p> <p><i>"Realised bed routine important but didn't realise importance of light to dark so important"</i></p> <p><i>"The course was very informative & helpful with recognising and addressing the sleep issues present during my work with young people"</i></p> <p><i>"Informative and will be able to use in Health Visitor role"</i></p> <p>6 project workers and a project manager are now in post to deliver the Support to Promote Attendance and Attainment for Care Experienced children and young people (SPACE) service. During the summer, workers have been supporting a small group of referred children and young people, as well as their families, through activity-based contacts. A number of young people took up this opportunity and enjoyed time away from home at the cinema, swimming, outings for something to eat or just for a walk and a soft drink whilst on</p>	

at least 3 occasions groups were arranged to facilitate a day out for parents and children for example trips to Millport and Blair Drummond Safari Park. Intensive work will focus on attendance and attainment as the schools have returned after summer.

Schools where our highest population of care experienced young people attend have been identified and the team are in the process of arranging visits to discuss our project with Head Teachers. Referrals received so far are mainly through social work and range in age but are currently more focused on an older age group detailing significant issues that impact on the young person's motivation and commitment to attend school.

The impact of this service will be captured through a qualitative evaluation by the University of Stirling and through attendance and attainment data.

The Education Psychology Service (EPS) has facilitated 35 screenings of the documentary film 'Resilience: The Biology of Stress and the Science of Hope.' It has been shown to the early years workforce, to primary and secondary school staff, to children's services and to other organisations including health, Children's Panel members and the third sector. It has also been shown to parents and foster carers. Feedback from the training demonstrated the following impact:

Understanding of the lifelong impact of ACEs on individual outcomes

"The cycle of toxic stress affecting you as an adult because issues haven't been addressed early enough, the impact on the next generation, and the cycle continuing"

Creating ACEs informed practice

"Know your children and take their background and experiences into account"

Empowerment to create change

"I can make a real difference to the children in my class"

"The future of a child can be improved no matter what has happened before"

The EPS has extended RNRA to include training about ACEs and trauma informed practice. Some schools have received this training as part of their RNRA implementation. The EPS has also piloted Education Scotland's - Connected Compassionate Community professional resources with 12 staff from Renfrewshire schools and provisions. All staff from the Flexible Learning Continuum and LAAC Home Link have been offered training in trauma informed classrooms. 85% of attendees reported an increase of knowledge regarding trauma informed practice in the classroom. 67% also reported that the training delivered would lead to a change in their classroom practice.

Reduced use of alternatives to mainstream provisions for care experienced children and young people

Non violence resistance (NVR) training will be delivered across the authority. The expected impact is that staff will be confident to use and integrate NVR in current practice with a reduction in care placement and educational moves. This approach will also have a positive impact on attendance and attainment of particular groups of children and young people.

It is anticipated that NVR will be implemented in adoption and fostering, kinship care, education LAC home link, flexible learning and 2 mainstream pilot schools. This session, two staff members attended workshop and NVR annual conference in Southampton and found this beneficial as part of the planning process. An external source has been identified to train staff in the use of the NVR across education and social work services has been identified and a clear implementation plans has been developed which includes the following:

- training will be delivered over 6 dates in September and October 2019 with a mixture of education and social work staff. This will include 25 participants for module 1, 12 for module 2 and 4 for module 3;
- pilot mainstream schools have been identified and a needs analysis has been carried out with NVR Innovations team for training;
- Educational Psychology Service will provide support, at all levels, following implementation and to support sustainability of NVR; and
- an evaluation will be developed and supported through the Scottish Coaching, Leadership & Improvement Programme

Increased opportunity and uptake of extra-curricular activities

The purpose of the small grants fund is to provide care experienced children and young people with access to a range of extra-curricular activities and supports that will have a positive impact on their confidence, self-esteem, engagement and participation in learning and attainment.

Since April 2019, 18 applications have been agreed. Membership to a range of clubs have been supported (dancing classes, kickboxing; PACE, residential trips) and employment prospects have also been supported through this fund. For example, funding was given to a young man who identified a course that would help him qualify in the use of fork lift trucks. Another young man received funding to attend a Level 4 qualification in repairing bicycles which would help support his employment goals.

The impact of this fund is being captured through case studies with the young people. We will also speak to those working with the young person such as social workers, school staff and club leaders to discuss positive changes.

Pro-social mentoring support positively impacts on targeted care experienced children and young people's attainment

The Aberlour Attain Mentoring Service has been established to support targeted care experienced children and young people. The service will support targeted children and young people aged between 8 and 18. At June 2019, 12 mentors were currently active within the recruitment process and 23 children and young people have been referred to the service. (Kinship - 5, Young Carers - 5, At Risk of Care - 6, Foster Care - 4, Residential - 2, Looked After at Home -1). 5 children and young people have been matched with a mentor.

The University of Stirling have been commissioned to support the evaluation of the service and have been consulting with key stakeholders on the service model. A co-production group of care experienced children and young people met to discuss what it meant to be care experienced and the potential impact this might have. Young people were generally enthusiastic about the mentoring role. They did express concerns about the time limited nature of the intervention and wondered what would happen to mentoring relationships once funding had come to an end. The sustainability of the programme will be considered by the project board. Young people felt it was important that mentors strike a balance between building a positive, friendly relationship and the maintenance of appropriate boundaries. They also felt it was important that mentors understand the variability of care experience. These findings are illustrated in appendix 1. For those who have received the mentoring training, it has been positively experienced by trainees, and appears to have had a positive impact on their knowledge, skills and confidence to equip them for their mentoring role.

Can you share any learning on what has worked particularly well?

This fund is managed through the Attainment Challenge governance structure. This provides appropriate levels of scrutiny and accountability and has provided a support structure for project planning and management.

The multi-disciplinary membership of the project board has worked very well. Due to this approach, we are able to draw upon a range of expertise from educational psychology, education, social work, fostering and adoption, kinship care and health. This has ensured that the plans for our most vulnerable children are inclusive and coordinated. Furthermore, members of the board also participate on other Attainment Challenge project boards i.e. families and communities. This ensures that all workstreams are working together to achieve collective impact and reduce duplication, particularly for our most vulnerable families, children and young people. We have also shared measures and tools which are applied in other projects.

As part of the local authority corporate parenting strategy, local authority staff will be supported through the flexible working policy to engage in mentoring related activities. This commitment from the local authority has enabled the service to deliver personalised mentoring support for care experienced children and young people to improve attainment, resilience and wellbeing via a flexible, relationship-based mentoring service.

***Can you share any learning on what has worked less well or could be improved?
Please include in here any risks to this specific workstream going forward.***

We are working closely with Aberlour to ensure all identified children and young people are matched effectively with an appropriate mentor. Recently, an intensive recruitment drive took place and the outcomes has been very positive with a number of senior leaders from the council becoming mentors. Furthermore, the service will be showcased at a film launch of the Paper Tiger's film which is scheduled for October.

We recognise that many different agencies may be working with this particular group of children, young people and their families. This can often be challenging for individuals to manage and create duplication of support. As a result of this, the SPACE team, will fully consult with referrers and attempt to utilise a Team Around the Child Approach to ensure that everyone and especially the child/family know the role and responsibilities of professionals involved in their lives and that duplication of response is avoided. The connectivity of the workstreams is essential in facilitating this approach.



To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

Heading: Inspection of Langbank Primary School

1. Summary

- 1.1 Langbank Primary School was inspected by Education Scotland in May 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 27 August 2019 is attached as an appendix to this report. The letter to parents is also available from the Director of Children's Services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 Education Scotland uses different models of inspection and at Langbank Primary School the duration of the inspection was three days i.e. the short model. Inspectors assessed the school, with a focus on two quality indicators which were: learning, teaching and assessment and raising attainment and achievement.
- 1.3 This was a very positive inspection which evaluated learning, teaching and assessment as 'good' and raising attainment and achievement as 'very good'.

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

- The effective leadership of the headteacher in taking forward important improvements in the work of the school. Along with staff, he has developed more robust approaches to monitoring children's progress in their learning. This is allowing teachers to design more individualised support and challenge so that children can access learning at a more appropriate pace.

- A nurturing and caring school community where children are polite and well-behaved. They are very proud of their unique environment that they describe as a 'family' environment. They engage well in learning tasks and activities and show empathy and respect to one another and to their teachers.
- Highly motivated staff across the school who have worked in a focused way to bring about key changes and improvements. Recent developments are helping to improve learning experiences and improve outcomes for all children

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

- Continue to develop collaborative approaches to school improvement and engage with colleagues more widely. This should involve all staff and stakeholders from the outset.
- Keep under review approaches to assessing children's progress in attainment and achievements. Importantly, this should include ways to monitor key skills development. The school is now well-placed to streamline and review approaches to assessment and strengthen teacher professional judgement of children's overall progress.

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

2. **Recommendations**

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

- note the key strengths and the areas for improvement in the Education Scotland report on Langbank Primary School

3. **Background**

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

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

3.3 Progress on the school improvement plan will be monitored by Children's Services staff on a proportionate basis.

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

Implications of the Report

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

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

13. **Climate Risk:** None

List of Background Papers

None

SB
23 September 2019

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

27 August 2019

Dear Parent/Carer

In May 2019, a team of inspectors from Education Scotland visited Langbank 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 effective leadership of the headteacher in taking forward important improvements in the work of the school. Along with staff, he has developed more robust approaches to monitoring children's progress in their learning. This is allowing teachers to design more individualised support and challenge so that children can access learning at a more appropriate pace.
- A nurturing and caring school community where children are polite and well-behaved. They are very proud of their unique environment that they describe as a 'family' environment. They engage well in learning tasks and activities and show empathy and respect to one another and to their teachers.
- Highly motivated staff across the school who have worked in a focused way to bring about key changes and improvements. Recent developments are helping to improve learning experiences and improve outcomes for all children.

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

- Continue to develop collaborative approaches to school improvement and engage with colleagues more widely. This should involve all staff and stakeholders from the outset.
- Keep under review approaches to assessing children's progress in attainment and achievements. Importantly, this should include ways to monitor key skills development. The school is now well-placed to streamline and review approaches to assessment and strengthen teacher professional judgement of children's overall progress.

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 Langbank Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	very 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/inspection-reports/renfrewshire/8643121>

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.

JohnPaul Cassidy HM Inspector



To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

Heading: Amendment to School Holiday Arrangements
School Session 2020/2021

1. Summary

- 1.1 The Education and Children's Policy Board on 14 March 2019, approved the school holiday arrangements for session 2020/2021.
 - 1.2 It has been highlighted that there was an administrative error in the approved 2020/2021 school holiday options. The impact of this requires a change to be made to the approved 2020/2021 session holidays. These changes are reflected in the attached appendix 1.
-

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to authorise the director of children's services to amend the school holiday options for 2020/2021 in line with Appendix 1 of this report.
-

3. Background

- 3.1. Each year the Education and Children's Services Policy Board is asked to determine a framework for school holiday arrangements for the session beginning in August of the following year. The arrangements for session 2020/2021 were approved by the Education and Children's Services Policy Board on 14 March 2019.
- 3.2. It has been highlighted that there was an administrative error in the approved 2020/2021 school holiday options. The approved option for 2020/2021 had teachers returning on Tuesday 11 August 2020, and this should have been Wednesday 12 August 2020. In order to correct this error the end of May holiday has been reduced to a 1 day break instead of the approved 2 day break. These changes are reflected in the attached appendix 1.

Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

None.

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

- (a) Background Paper 1: Agreed School Holiday Arrangements – 2020/2021

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 (Laura Baillie, Resources Support Manager, 0141 618 7185, laura.baillie@renfrewshire.gov.uk)

*Children's Services
GM/LB
23 September 2019*

Author: Laura Baillie, Resources Support Manager, 0141 618 7185, laura.baillie@renfrewshire.gov.uk

Renfrewshire Council			2 in-service days on return in August
Proposed School Holiday Arrangements			1 Day St Andrews Day
2020/2021			Finish Tuesday 22 December 2020
Option A			2 Day February Break
			1 day End of May
			Finish Friday 25 June 2021
			In-Service Days After Holidays (Except for August)
Term	Break	Dates of Attendance	
First		In-Service Day - Closed for Pupils Only	Wednesday 12 August 2020 (IS)
		In-Service Day - Closed for Pupils Only	Thursday 13 August 2020 (IS)
		Schools Re-Open	Friday 14 August 2020
	Local Holiday/Closed	Schools Closed	Friday 25 September 2020
		Schools Closed	Monday 28 September 2020
		Schools Re-Open	Tuesday 29 September 2020
	Mid Term	Schools Closed	Monday 12 October 2020
		Schools Closed	Tuesday 13 October 2020
		Schools Closed	Wednesday 14 October 2020
		Schools Closed	Thursday 15 October 2020
		Schools Closed	Friday 16 October 2020
		In-Service Day - Closed for Pupils Only	Monday 19 October 2020 (IS)
		Schools Re-Open	Tuesday 20 October 2020
	St Andrew's Day	Schools Closed	Monday 30 November 2020
		Schools Re-open	Tuesday 1 December 2020
	Christmas	Schools Closed	Wednesday 23 December 2020
Second		Schools Closed	Thursday 24 December 2020
		Schools Closed	Friday 25 December 2020
		Schools Closed	Monday 28 December 2020
		Schools Closed	Tuesday 29 December 2020
		Schools Closed	Wednesday 30 December 2020
		Schools Closed	Thursday 31 December 2020
		Schools Closed	Friday 1 January 2021
		Schools Closed	Monday 4 January 2021
		Schools Closed	Tuesday 5 January 2021
		Schools Re-Open	Wednesday 6 January 2021
	Mid-Term	Schools Closed	Monday 8 February 2021
		Schools Closed	Tuesday 9 February 2021
		In-Service Day - Closed for Pupils Only	Wednesday 10 February 2021 (IS)
	Spring	Schools Re-Open	Thursday 11 February 2021
		Schools Closed	Friday 2 April 2021
		Schools Closed	Monday 5 April 2021
		Schools Closed	Tuesday 6 April 2021
		Schools Closed	Wednesday 7 April 2021
		Schools Closed	Thursday 8 April 2021
		Schools Closed	Friday 9 April 2021
		Schools Closed	Monday 12 April 2021
		Schools Closed	Tuesday 13 April 2021
		Schools Closed	Wednesday 14 April 2021
		Schools Closed	Thursday 15 April 2021
		Schools Closed	Friday 16 April 2021
		Schools Re-Open	Monday 19 April 2021
Third	May Day	Schools Closed	Monday 3 May 2021
		In-Service Day - Closed for Pupils Only	Tuesday 4 May 2021 (IS)
		Schools Re-Open	Wednesday 5 May 2021
	Local Holiday/Closed	Schools Closed	Monday 31 May 2021
		Schools Re-Open	Tuesday 1 June 2021
	End of session	Schools Closed	Monday 28 June 2021
Teachers Return -		Thursday 12 August 2021	
(IS) - In-Service Day			
In-Service Days		(Only Staff Attend on these days - No Pupils)	
	Wednesday	12/08/20	
	Thursday	13/08/20	
	Monday	19/10/20	
	Wednesday	10/02/21	
	Tuesday	04/05/21	



To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

Heading: Proposals to consult on catchment reviews affecting: Kilbarchan and East Fulton Primary Schools; Kilbarchan and Woodlands Primary Schools; St Margaret's and Our Lady of Peace Primary Schools; and Johnstone and Linwood High Schools.

1. Summary

- 1.1 In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to undertake a statutory consultation on a catchment review affecting Kilbarchan and East Fulton Primary Schools.
- 1.2 Further assessment of housing development in this area has identified a requirement to consider further catchment reviews which would affect Kilbarchan and Woodlands Primary Schools and St Margaret's and Our Lady of Peace Primary Schools.
- 1.3 In addition to a review of catchment areas for these primary schools there will also be a need to revise catchment arrangements affecting Johnstone and Linwood High Schools. This revision would ensure that all pupils attending Kilbarchan Primary School will transfer to Johnstone High School and all pupils attending East Fulton and Woodlands Primary Schools will transfer to Linwood High School.
- 1.4 In accordance with the Schools (Consultation) (Scotland) Act 2010 (referred to as the "2010 Act"), this report seeks approval to consult on proposals to revise catchment arrangements affecting Kilbarchan and East Fulton Primary Schools (proposal 1); Kilbarchan and Woodlands Primary Schools (proposal 2); St Margaret's and Our Lady of Peace Primary Schools (proposal 3); and Johnstone and Linwood High Schools (proposal 4).

- 1.5 A “procedures for consultation” document has been created for each proposal and these documents are attached to this report. Each document advises elected members of the arrangements required to take each proposal forward as formal consultations as outlined in the 2010 Act.
- 1.6 Individual consultation documents have also been created for each proposal and these are also attached to this report. These documents describe the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.
- 1.7 Subject to board approval of the proposals to consult, and positive outcomes from the consultations, the revised catchment areas could take effect from August 2021.
- 1.8 If the proposals are approved then all pupils currently living in affected addresses would be entitled to continue attending the schools they currently attend and if they are entitled to free school transport, in line with the Council’s transport policy, then this entitlement would also continue.
- 1.9 Siblings of those pupils attending Kilbarchan and St Margaret’s Primary Schools and Johnstone High School would also be entitled to attend these schools with their sibling as long as their sibling is registered in the school when they enrol / transfer.
- 1.10 Free school transport for new primary 1 pupils attending Kilbarchan and St Margaret’s Primary Schools and new S1 pupils attending Johnstone High School would only be provided in instances where pupils enrol in these schools at a time when their siblings still attend the school and where that sibling is entitled to free school transport.
-

2. Recommendations

- 2.1 The education and children’s services policy board is asked to:
- approve the consultation procedures documents and the consultation documents relating to:
 - proposal 1: to revise catchment arrangements affecting Kilbarchan and East Fulton Primary Schools (appendix 1);
 - proposal 2: to revise catchment arrangements affecting Kilbarchan and Woodlands Primary Schools (appendix 2);
 - proposal 3: to revise catchment arrangements affecting St Margaret’s and Our Lady of Peace Primary Schools (appendix 3); and
 - proposal 4: to revise catchment arrangements affecting Johnstone and Linwood High Schools (appendix 4).
 - agree that a report on the outcome of the consultations be submitted to the education and children’s services policy board in May 2020.

3. Background

- 3.1. In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to undertake a statutory consultation on a catchment review affecting Kilbarchan and East Fulton Primary Schools.
- 3.2. Further assessment of housing development in this area has identified a requirement to consider catchment reviews which would affect Kilbarchan and Woodlands Primary Schools and St Margaret's and Our Lady of Peace Primary Schools.
- 3.3. In addition to a review of catchment areas for these primary schools, there will also be a need to revise catchment arrangements affecting Johnstone and Linwood High Schools. This revision will ensure that all pupils attending Kilbarchan Primary School will transfer to Johnstone High School and all pupils attending East Fulton and Woodlands Primary Schools will transfer to Linwood High School.
- 3.4. Proposal 1: The new housing developments at "Merchiston Hospital" and "Houston Station" could generate approximately 61 additional primary school pupils over a 6 year period. The undernoted table demonstrates that these additional pupils (when combined with the pupils generated from the development at Johnstone Hospital) could put excessive pressure on the accommodation at Kilbarchan Primary School but that the increased number of pupils could be accommodated more comfortably within East Fulton Primary School.

Kilbarchan Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	266	276	294	300	307	300
Occupancy excluding housing developments	76%	78%	84%	85%	87%	85%
Projection including all developments	281	310	350	374	391	389
Percentage occupancy level including all developments	80%	88%	99%	106%	111%	110%
Pupils rezoned to East Fulton Primary School (61)	10	10	13	13	10	5
<i>Pupils rezoned to Woodlands Primary School (28)</i>	5	9	9	5	0	0
East Fulton Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	216	221	228	227	215	208
Occupancy excluding housing developments	61%	63%	65%	64%	61%	59%
Projection including all developments	226	241	261	273	271	269
Percentage occupancy level including all developments	64%	68%	74%	78%	77%	76%

Pupils rezoned from Kilbarchan Primary School (61)	10	10	13	13	10	5
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- 3.5. Pupils living at addresses affected by this catchment review are entitled to free school transport if they are currently attending Kilbarchan Primary School. If this proposal is approved, all pupils living at these addresses would be entitled to free school transport to East Fulton Primary School.
- 3.6. It is recommended that the catchment boundary between these schools be amended to remove these housing developments from Kilbarchan Primary School's catchment area and to incorporate them into East Fulton Primary School's catchment area.
- 3.7. Proposal 2: The new housing development at "Johnstone Hospital" could generate approximately 28 additional primary school pupils over a 6 year period. These additional pupils, when combined with the number of additional pupils noted above, could put excessive pressure on the accommodation at Kilbarchan Primary School. The undernoted table demonstrates that the increased number of pupils from the new housing development at "Johnstone Hospital" could be accommodated more comfortably within Woodlands Primary School.

Kilbarchan Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	266	276	294	300	307	300
Occupancy excluding housing developments	76%	78%	84%	85%	87%	85%
Projection including all developments	281	310	350	374	391	389
Percentage occupancy level including all developments	80%	88%	99%	106%	111%	110%
Pupils rezoned to Woodlands Primary School (28)	10	10	13	13	10	5
<i>Pupils rezoned to East Fulton Primary School (61)</i>	<i>5</i>	<i>9</i>	<i>9</i>	<i>5</i>	<i>0</i>	<i>0</i>
Woodlands Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	325	328	326	313	332	332
Occupancy excluding housing developments	71%	71%	71%	68%	72%	72%
Projection including all developments	330	342	349	341	360	360
Percentage occupancy level including all developments	72%	74%	76%	74%	78%	78%
Pupils rezoned from Kilbarchan Primary School (28)	5	9	9	5	0	0

- 3.8. Pupils living at addresses affected by this catchment review would be entitled to free school transport if they attended Kilbarchan Primary School. If this proposal is approved all pupils living at these addresses would be within 1 mile's walking distance of Woodlands Primary School and therefore would not be entitled to free school transport.
- 3.9. It is recommended that the catchment boundary between these schools be amended to remove this housing development from Kilbarchan Primary School's catchment area and to incorporate it into Woodlands Primary School's catchment area.
- 3.10. Proposal 3: The new housing developments at "Merchiston Hospital", "Houston Station" and "Johnstone Hospital" could generate approximately 18 additional denominational primary school pupils over a 6 year period. The undernoted table demonstrates that these additional pupils could put pressure on the accommodation at St Margaret's Primary School but that the increased number of pupils could be accommodated more comfortably within Our Lady of Peace Primary School.

St Margaret's Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	227	229	223	221	233	233
Occupancy excluding housing developments	83%	84%	82%	81%	86%	86%
Projection including all developments	230	236	234	236	250	251
Percentage occupancy level including all developments	85%	87%	86%	87%	92%	92%
Pupils rezoned to Our Lady of Peace Primary School (18)	3	4	4	4	2	1
Our Lady of Peace Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	237	226	226	229	224	224
Occupancy excluding housing developments	67%	64%	64%	65%	64%	64%
Projection including all developments	240	233	237	244	241	242
Percentage occupancy level including all developments	68%	66%	67%	69%	68%	69%
Pupils rezoned from St Margaret's Primary School (18)	3	4	4	4	2	1

- 3.11. Denominational pupils living at addresses within housing developments at "Merchiston Hospital" and "Houston Station" are entitled to free school transport if they are currently attending St Margaret's Primary School. If this proposal is approved all pupils living at these addresses would be entitled to free school transport to Our Lady of Peace Primary School.

- 3.12. However, if this proposal is approved all denominational pupils living at addresses within the “Johnstone Hospital” site would be within 1 mile’s walking distance of Our Lady of Peace Primary School and therefore would not be entitled to free school transport.
- 3.13. It is recommended that the catchment boundary between these schools be amended to remove these housing developments from St Margaret’s Primary School’s catchment area and to incorporate them into Our Lady of Peace Primary School’s catchment area.
- 3.14. Proposal 4: The new housing developments at “Merchiston Hospital”, “Houston Station” and “Johnstone Hospital” could generate approximately 48 additional secondary school pupils over a 6 year period. The undernoted table demonstrates that while there is no excessive pressure on accommodation at Johnstone High School these additional pupils could be accommodated comfortably at Linwood High School which is geographically closer.

Johnstone High School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	994	1019	1045	1102	1105	1142
Occupancy excluding housing developments	72%	74%	76%	80%	80%	83%
Projection including all developments	1002	1037	1075	1142	1150	1190
Percentage occupancy level including all developments	73%	75%	78%	83%	83%	86%
Pupils rezoned to Linwood High School (48)	8	10	12	10	5	3
Linwood High School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	408	399	401	413	416	426
Occupancy excluding housing developments	71%	69%	70%	72%	72%	74%
Projection including all developments	416	417	431	453	461	474
Percentage occupancy level including all developments	72%	72%	75%	79%	80%	82%
Pupils rezoned from Johnstone High School (48)	8	10	12	10	5	3

- 3.15. It is therefore recommended that the catchment boundary between these schools be amended to remove these housing developments from Johnstone High School’s catchment area and to incorporate them into Linwood High School’s catchment area.

4. Formal Consultation

- 4.1. The Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”) makes provision for the consultation process that is to apply regarding various proposals made by Councils for schools.
- 4.2. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools.
- 4.3. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 4.4. This report seeks approval to consult on the proposals to revise catchment arrangements affecting Kilbarchan and East Fulton Primary Schools (proposal 1); Kilbarchan and Woodlands Primary Schools (proposal 2); St Margaret’s and Our Lady of Peace Primary Schools (proposal 3); and Johnstone and Linwood High Schools (proposal 4). In accordance with Section 2 and Schedule 1, Para. 4 of the 2010 Act, a proposal to vary any admission arrangements for a school, including a proposal to alter or establish the catchment area of a school, is a relevant proposal for the purposes of the 2010 Act. These proposals are therefore relevant proposals for the purposes of the 2010 Act.
- 4.5. The “procedures for consultation” documents are attached to this report. These documents advise elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 4.6. The consultation documents relevant to these proposals have also been attached to this report. These documents describe the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.
- 4.7. If approved these catchment alterations would be implemented in August 2021 for school session 2021 / 2022.
- 4.8. If the proposals are approved then all pupils currently living in affected addresses would be entitled to continue attending the schools they currently attend and if they are entitled to free school transport, in line with the Council’s transport policy, then this entitlement would also continue.
- 4.9. Siblings of those pupils attending Kilbarchan and St Margaret’s Primary Schools and Johnstone High School would also be entitled to attend these schools with their sibling as long as their sibling is registered in the school when they enrol / transfer.

4.10. Free school transport, for new primary 1 pupils attending Kilbarchan and St Margaret's Primary Schools and new S1 pupils attending Johnstone High School, would only be provided in instances where pupils enrol in these schools at a time when their siblings still attend the school and where that sibling is entitled to free school transport.

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

Activity	Date
Approval for consultation sought from Education and Children's Services policy board	31 October 2019
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> the parent council or combined parent council of any affected schools; the parents of the pupils at any affected school; the parents of any children who would be likely to become pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	18 November 2019
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	18 November 2019
<ul style="list-style-type: none"> Public consultation meeting, covering all proposals, held to consult with affected communities in Woodlands Primary School at 6.30pm; and Questionnaire to go live on the Council website. 	26 November 2019
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	21 January 2020
Report to Education Scotland on outcome of consultation.	4 February 2020
Response from Education Scotland on outcome of consultation.	25 February 2020

Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	May 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	May 2020

Implications of the Report

1. **Financial** – Costs associated with transport would be contained within existing revenue budgets.
 2. **HR & Organisational Development** - None.
 3. **Community/Council Planning** – None.
 4. **Legal**
This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (consultation) (Scotland) Act 2010 amended through the enactment of the Children and Young People (Scotland) Act 2014.
 5. **Property/Assets** - None.
 6. **Information Technology** - None.
 7. **Equality & Human Rights –**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
 8. **Health & Safety** - None.
 9. **Procurement** – None.
 10. **Risk** - None.
 11. **Privacy Impact** - None.
 12. **Cosla Policy Position** – None.
 13. **Climate Risk** – None.
-

List of Background Papers

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

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

IT/GMcK
21 October 2019

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

PROCEDURES FOR CONSULTATION RELATING TO:

Proposal to consult on: Catchment review affecting Kilbarchan Primary School and East Fulton Primary School.

1. Summary

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

2. Procedures

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

- 2.1.1 A consultation document will be prepared outlining the background to the proposal to revise catchment arrangements between Kilbarchan Primary School and East Fulton Primary School.

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

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

2.2 It is proposed that:

- an advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected;
- the report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries;
- the consultation should commence on 18 November 2019 and it will run until 21 January 2020;
- a public meeting will be held at 6.30pm on 26 November 2019 in Woodlands Primary School. This will provide the opportunity for discussion and oral representation to be made on proposals to review catchment arrangements affecting Kilbarchan and East Fulton Primary Schools; Kilbarchan and Woodlands Primary Schools; St Margaret's and Our Lady of Peace Primary Schools; and Johnstone and Linwood High Schools; and
- written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to kilbarchanreview@renfrewshire.gov.uk, no later than noon on 21 January 2020.

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

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

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

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

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

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

The revision of catchment areas affecting Kilbarchan and East Fulton Primary Schools

1. Introduction

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

The Council must do the following:

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

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

2 Correction of the proposal paper

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

- (i) publish a corrected proposal paper,
- (ii) give revised notice in accordance with the 2010 Act and
- (iii) send a copy of the corrected paper to Education Scotland, or
- (iv) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.

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

3 Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to the catchment review. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.

4 Rationale for catchment review

- 4.1 In the report "Developing the School Estate Management Plan (SEMP 2020)" it was noted that the new housing development at Weir's Wynd, at the Merchiston Hospital site, would put pressure on accommodation at Kilbarchan Primary School and that this could result in the pupil roll at the school increasing beyond the building's operational capacity.

- 4.2 It was also identified that East Fulton Primary School could accommodate the number of non-denominational pupils living in this new housing development and it was therefore recommended that a formal consultation be undertaken to review catchment arrangements affecting these schools.
- 4.3 At this time, the current distribution of children living in this development shows that 2 of 16 children are choosing to attend Kilbarchan Primary School.
- 4.4 Another small housing development, "Houston Station House", has been identified within the Kilbarchan Primary School catchment area. This development is immediately adjacent to the Merchiston Hospital site and while it may only generate a small number of pupils it should be included as part of the formal consultation on this catchment review as it contributes to the capacity challenges noted above.
- 4.5 Assessment of planning data has been undertaken and this exercise has identified that the new housing developments could generate approximately 61 additional primary school pupils over a 6 year period.
- 4.6 The undernoted table demonstrates that these additional pupils (when combined with the pupils generated from the development at Johnstone Hospital) could put excessive pressure on the accommodation at Kilbarchan Primary School but that the increased number of pupils could be accommodated more comfortably within East Fulton Primary School.

Kilbarchan Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	266	276	294	300	307	300
Occupancy excluding housing developments	76%	78%	84%	85%	87%	85%
Projection including all developments	281	310	350	374	391	389
Percentage occupancy level including all developments	80%	88%	99%	106%	111%	110%
Pupils rezoned to East Fulton Primary School (61)	10	10	13	13	10	5
<i>Pupils rezoned to Woodlands Primary School (28)</i>	<i>5</i>	<i>9</i>	<i>9</i>	<i>5</i>	<i>0</i>	<i>0</i>
East Fulton Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	216	221	228	227	215	208
Occupancy excluding housing developments	61%	63%	65%	64%	61%	59%
Projection including all developments	226	241	261	273	271	269
Percentage occupancy level including all developments	64%	68%	74%	78%	77%	76%
Pupils rezoned from Kilbarchan Primary School (61)	10	10	13	13	10	5

- 4.7 Pupils living at addresses affected by this catchment review are currently entitled to free school transport if they are currently attending Kilbarchan Primary School. If this proposal is approved all pupils living at these addresses would be entitled to free school transport to East Fulton Primary School.
- 4.8 It is therefore recommended that the catchment boundary between these schools be amended to remove these housing developments from Kilbarchan Primary School's catchment area and to incorporate them into East Fulton Primary School's catchment area.
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5 Educational benefits statement

- 5.1 Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.
- 5.2 The EBS must include the following:
- a) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
 - (iv) the pupils of any other schools in the Council's area,
 - b) the Council's assessment of any other likely effects of the proposal (if implemented),
 - c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
 - d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.
- 5.3 The following paragraphs detail the Council's Educational Benefits Statement:
- 5.3.1 All pupils affected by this catchment review would be entitled to continue attending the school they are currently in.
- 5.3.2 Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.
- 5.3.3 If a pupil is entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.

- 5.3.4 Siblings of those pupils attending Kilbarchan Primary School would be entitled to attend this school with their sibling as long as their sibling is registered in the school when they enrol.
- 5.3.5 Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.
- 5.3.6 Renfrewshire Council's quality improvement framework supports all schools to improve and develop. Kilbarchan and East Fulton Primary Schools produce annual standards and quality reports which demonstrate progress towards their agreed educational objectives through the efficient and prudent use of resources. Both schools have well developed self-evaluation and school improvement planning procedures which are informed by the whole school community and reviewed through the Council's quality improvement visits which are aligned to the quality indicators identified in How Good is Our School 4 (HGIOS4).
- 5.3.7 This catchment review is necessary as the increased number of pupils would put excessive pressure on the accommodation at Kilbarchan Primary School.
- 5.3.8 The increase in numbers could result in the pupil roll increasing beyond Kilbarchan Primary School's operational capacity, impacting on spaces for teacher directed learning; breakout areas for independent or small group learning; and areas to facilitate the range of learning experiences necessary for the development of meta skills.
- 5.3.9 The capacity of East Fulton Primary School is 352 and the maximum projected pupil roll, including those pupils potentially generated from these new housing developments is 273. This means that the accommodation at East Fulton Primary School can support the full range of curricular and extra-curricular activity and this increase in pupil numbers would not adversely affect the delivery of the curriculum. This proposal will assist with effective class organisation models to support learning and teaching.
- 5.3.10 The accommodation at East Fulton Primary School can support the full range of curricular and extra-curricular activity and it would not be adversely affected by this increase in pupil numbers. However, Kilbarchan Primary School's playground and social gathering areas, which provide for different kinds of play and social interaction, could be adversely affected in terms of space to play; access to outdoor P.E.; participation in outdoor learning opportunities relating to the natural environment and environmental issues; and extra-curricular physical activity.
- 5.3.11 The accommodation at East Fulton Primary School provides ample support spaces to support the wellbeing of all pupils however, Kilbarchan Primary School's capacity to provide quiet spaces to support the emotional wellbeing of pupils with additional support needs could be compromised by increased numbers.

5.3.12 The additional number of pupils at Kilbarchan Primary School would also impact on dining, creating pressure on the existing facilities. The accommodation at East Fulton Primary School provides ample dining facilities for all pupils.

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

As is the case in any consultation of this scale, there may be those who perceive their situation to be affected positively, those who perceive the changes as negatively affecting their situation, and those for whom no perceived change is anticipated.

For example, a child who currently attends Kilbarchan Primary School who has siblings who may wish to attend this school in the future may have concerns; if the proposal goes ahead and they are deemed to now be living in the East Fulton Primary School catchment area. These families would neither be advantaged nor disadvantaged as provision is being made for them to attend, so long as siblings are in attendance at the time of enrolment.

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

A right for siblings of those affected by the change has been included. That is, a child who attends Kilbarchan primary school currently and has a sibling who wishes to attend in the future are being afforded provision to do so; should the proposal be agreed.

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

In addition to the benefits noted in 5.3.1 – 5.3.8 above, Children's Services believe that reviewing this catchment area would enable the Council to plan more effectively and robustly as the challenge of rising rolls within the authority continues to emerge.

6. Impact on schools and their communities

6.1 Catchment review forms part of the Council's School Estate Management Planning process and equality impact assessment is central to this approach.

6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.

6.3 There is no impact on community council boundaries.

6.4 Both schools will have capacity to serve communities.

7. Involvement of Education Scotland

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

8. Consultation report

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

- (i) those written representations; and
 - (ii) any oral representations made to it (by any person) at the public meeting.
- c) a statement of the Council's response to:
 - (i) those written and oral representations; and
 - (ii) Education Scotland's report.
- d) a copy of that report
- e) a statement explaining how the Council complied with its obligation to review the relevant proposal as described above.

8.4 The consultation report will also include the following:

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

8.5 The Council must:

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

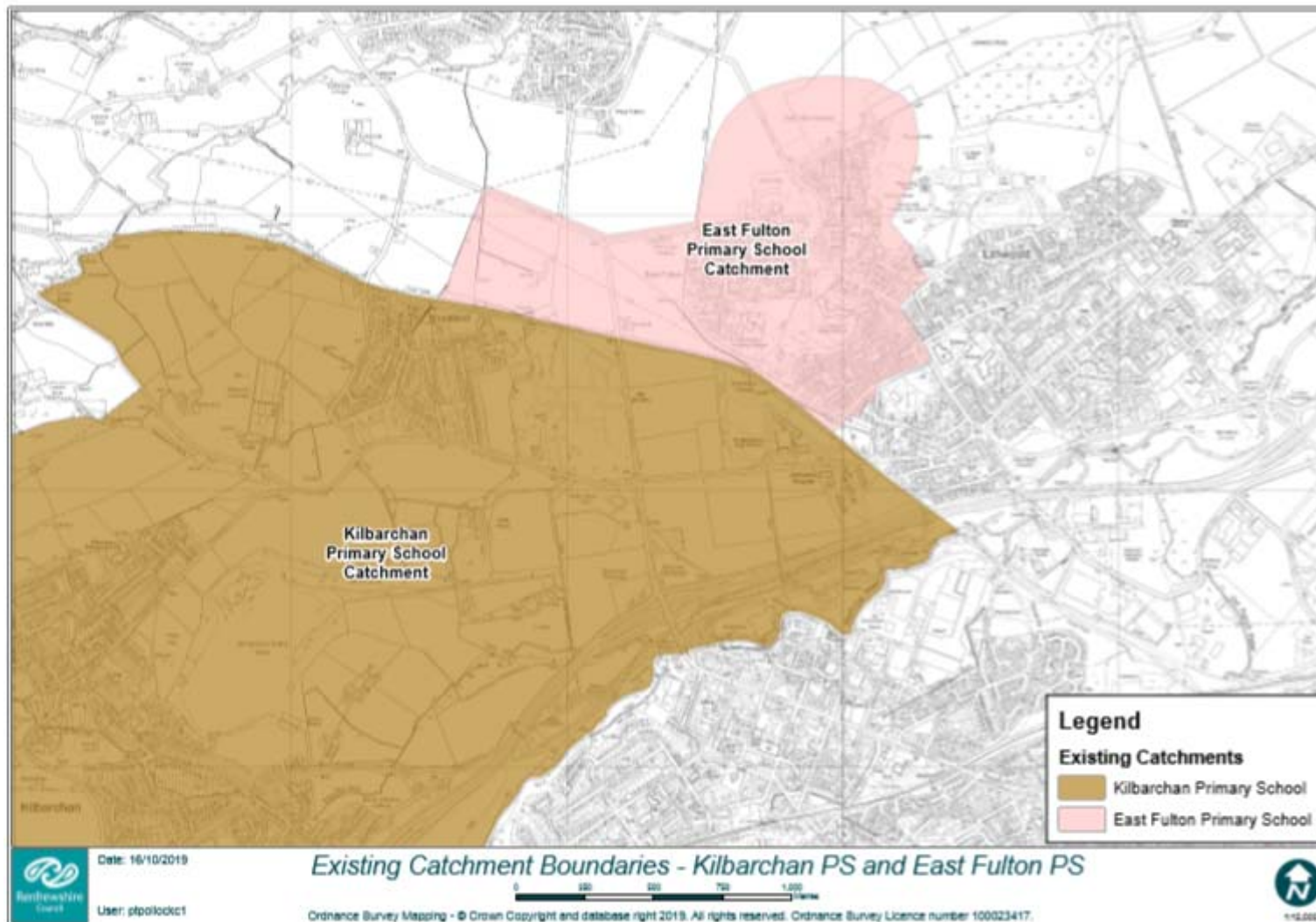
- e) advertise the publication of the consultation report by such means as it considers appropriate.

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

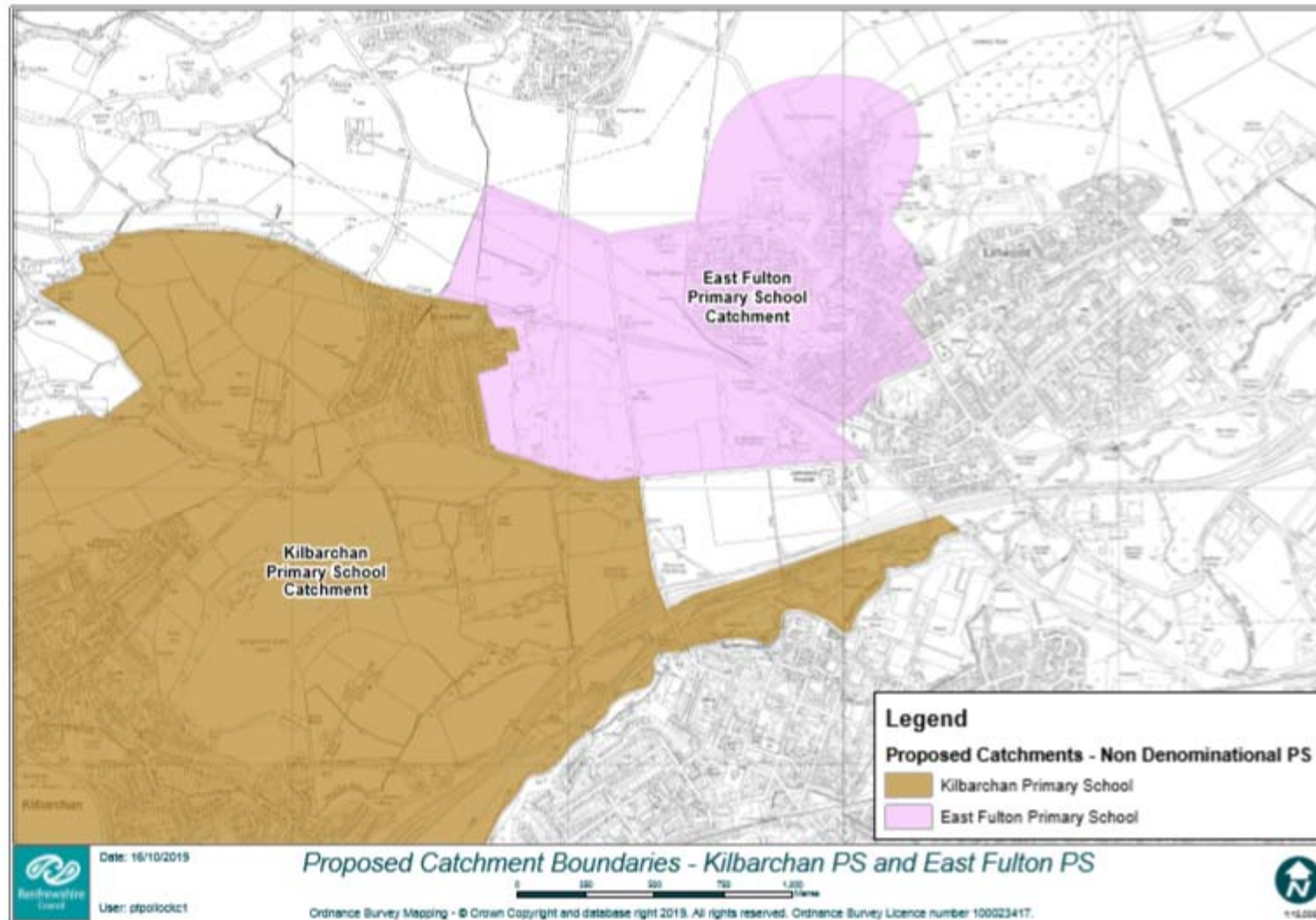
Activity	Date
Approval for consultation sought from Education and Children's Services policy board	31 October 2019
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> the parent council or combined parent council of any affected schools; the parents of the pupils at any affected school; the parents of any children who would be likely to become pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	18 November 2019
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	18 November 2019
<ul style="list-style-type: none"> Public consultation meeting, covering all proposals, held to consult with affected communities in Woodlands Primary School at 6.30pm; and Questionnaire to go live on the Council website. 	26 November 2019
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	21 January 2020
Report to Education Scotland on outcome of consultation.	4 February 2020
Response from Education Scotland on outcome of consultation.	25 February 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services	May 2020

policy board meeting stating consultation outcomes and making final recommendation.	
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	May 2020

Existing Catchment – Kilbarchan and East Fulton Primary Schools



Proposed Catchment – Kilbarchan and East Fulton Primary Schools



Catchment Review: Streets Affected – Kilbarchan Primary School with East Fulton Primary School

Addresses at September 2019

Barochan Lane
Fairlie Road
Glendale Wynd
Gowanlea Place
Merchiston Drive
Merchiston Oval
Nethermains Avenue
Newfield Way
Whitebeam Grove
Whitehouse Gardens
Windyhill Crescent

Note: This development is still under construction and more addresses may be added to this list, which fall within the boundary of the developments.

Catchment Review: Kilbarchan Primary School with East Fulton Primary School

Numbers currently attending Renfrewshire schools from development:

School	Number of pupils affected
Bridge of Weir Primary School	1
Cochrane Castle Primary School	2
East Fulton Primary School	4
Kilbarchan Primary School	2
St Fillan's Primary School	3
West Primary School	2
Williamsburgh Primary School	2
Total pupils (September 2019)	16

PROCEDURES FOR CONSULTATION RELATING TO:

Proposal to consult on: Catchment review affecting Kilbarchan Primary School and Woodlands Primary School.

1. Summary

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

2. Procedures

2.1 The procedures for consultation relating to this proposal are:

- 2.1.1 A consultation document will be prepared outlining the background to the proposal to revise catchment arrangements between Kilbarchan Primary School and Woodlands Primary School.
- 2.1.2 Copies of the document will be issued simultaneously to:
- the parent council or combined parent council of any affected schools;
 - the parents of the pupils at any affected school;
 - the parents of any children expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper;
 - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
 - the staff (teaching and other) at any affected school;
 - any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
 - the community council (if any);
 - the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant;
 - any other education authority that the education authority considers relevant; and
 - any other community groups using any of the affected schools.

2.2 It is proposed that:

- an advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected;
 - the report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries;
 - the consultation should commence on 18 November 2019 and it will run until 21 January 2020;
 - a public meeting will be held at 6.30pm on 26 November 2019 in Woodlands Primary School. This will provide the opportunity for discussion and oral representation to be made on proposals to review catchment arrangements affecting Kilbarchan and East Fulton Primary Schools; Kilbarchan and Woodlands Primary Schools; St Margaret's and Our Lady of Peace Primary Schools; and Johnstone and Linwood High Schools; and
 - written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to kilbarchanreview@renfrewshire.gov.uk, no later than noon on 21 January 2020.
- 2.3 Copies of the proposal report and all written representations and comments received will be forwarded to Education Scotland who will consider the papers and prepare a report which will be sent to the education authority.
- 2.4 A consultation response report including a summary of all written submissions from all bodies and the report from Education Scotland will then be published by children's services in advance of any Council decision. The report will include a statement of the authority's responses to any issues raised by representations received or by the report from Education Scotland. The consultation response report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries.
- 2.5 Interested parties have three weeks time for further consideration from the date of publication of the consultation report.
- 2.6 The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.
- 2.7 The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children's services policy board in May 2020.

THIS IS A CONSULTATION DOCUMENT

Proposal relating to:

The revision of catchment areas affecting Kilbarchan and Woodlands Primary Schools

1. Introduction

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

The Council must do the following:

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

- (iii) at its head office and on its website; and
 - (iv) at any affected school or at a public library or some other suitable place within the vicinity of the school.
 - g) provide without charge the information contained in this proposal paper:
 - (iii) to such persons as may reasonably require that information in another form; and
 - (iv) in such other form as may reasonably be requested by such persons.
 - h) advertise the publication of the proposal paper by such means as it considers appropriate.
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2 Correction of the proposal paper

- 2.1 Where, during the consultation period, the Council has been notified of an alleged omission of relevant information from a proposal paper or an alleged inaccuracy in a proposal paper the Council must proceed as follows:
- a) determine if relevant information has (in its opinion) been omitted and whether there is (in fact) an inaccuracy;
 - b) inform the notifier of its determination under paragraph (a), and the reasons for that determination;
 - c) inform the notifier as to the action (if any) it is taking and of the reasons why it is, or is not, taking such action; and
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- 2.2 Where the notifier the notifier makes further representation under paragraph 2d) above, the Council may make a fresh determination as to whether relevant information has been omitted or there is (in fact) an inaccuracy and the Council may make a fresh decision as to whether to take action. The Council must inform the notifier if it makes a fresh determination referred to above, or if it makes a fresh decision as to whether to take action.
- 2.3 Where having been notified by another person as described above, the Council determines that:
- d) relevant information has been omitted from the proposal paper, or
 - e) there is (in fact) an inaccuracy in the proposal paper; and
 - f) where the Council discovers, during the consultation period that relevant information has been omitted from a proposal paper or discovers an inaccuracy in a proposal paper, the Council must proceed as follows:

- 2.4 Where the information that has been omitted or the inaccuracy relates to a material consideration relevant to the Council's decision as to implementation of the proposal, it must:
- (v) publish a corrected proposal paper,
 - (vi) give revised notice in accordance with the 2010 Act and
 - (vii) send a copy of the corrected paper to Education Scotland, or
 - (viii) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.
- 2.5 Where the information that has been omitted or the inaccuracy does not relate to a material consideration, the Council may, but is not obliged to, take steps (i)-(iii) or (iv) described above, and may also take no further action, except to report the inaccuracy/omission as required by the 2010 Act in the consultation report, which is referred to in more detail below.
- 2.6 Where, after the end of the consultation period, the Council issues a notice to the relevant consultees and Education Scotland providing the omitted information or correcting the inaccuracy, that notice may, instead of extending the consultation period, specify such further period during which representations may be made on the proposal as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction. Any such further period is to be treated as part of the consultation period for the purposes of the 2010 Act.
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3. Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to the catchment review. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.
-

4. Rationale for catchment review

- 4.1 In the report "Developing the School Estate Management Plan (SEMP 2020)" it was noted that the new housing development at Weir's Wynd, at the Merchiston Hospital site, would put pressure on accommodation at Kilbarchan Primary School and that this could result in the pupil roll at the school increasing beyond the building's operational capacity.

- 4.2 Further assessment of housing development in this area has identified a requirement to consider further catchment reviews which would affect Kilbarchan and Woodlands Primary Schools.
- 4.3 The new housing development at “Johnstone Hospital” could generate approximately 28 additional primary school pupils over a 6 year period. These additional pupils, when combined with the number of additional pupils from other new developments, could put excessive pressure on the accommodation at Kilbarchan Primary School.
- 4.4 The undernoted table demonstrates that the increased number of pupils from the new housing development at “Johnstone Hospital” could be accommodated more comfortably within Woodlands Primary School.

Kilbarchan Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
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Occupancy excluding housing developments	76%	78%	84%	85%	87%	85%
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Percentage occupancy level including all developments	80%	88%	99%	106%	111%	110%
Pupils rezoned to Woodlands Primary School (28)	10	10	13	13	10	5
<i>Pupils rezoned to East Fulton Primary School (61)</i>	5	9	9	5	0	0
Woodlands Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	325	328	326	313	332	332
Occupancy excluding housing developments	71%	71%	71%	68%	72%	72%
Projection including all developments	330	342	349	341	360	360
Percentage occupancy level including all developments	72%	74%	76%	74%	78%	78%
Pupils rezoned from Kilbarchan Primary School (28)	5	9	9	5	0	0

- 4.5 Pupils living at addresses affected by this catchment review would be entitled to free school transport if they attended Kilbarchan Primary School. If this proposal is approved all pupils living at these addresses would be within 1 mile’s walking distance of Woodlands Primary School and therefore would not be entitled to free school transport.
- 4.6 It is recommended that the catchment boundary between these schools be amended to remove this housing development from Kilbarchan Primary School’s catchment area and to incorporate it into Woodlands Primary School’s catchment area.

5. Educational benefits statement

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

5.2 The EBS must include the following:

- a) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
 - (iv) the pupils of any other schools in the Council's area,
- b) the Council's assessment of any other likely effects of the proposal (if implemented),
- c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
- d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.

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

5.3.1 All pupils affected by this catchment review would be entitled to continue attending the school they are currently in.

5.3.2 Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.

5.3.3 If a pupil is entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.

5.3.4 Siblings of those pupils attending Kilbarchan Primary School would be entitled to attend this school with their sibling as long as their sibling is registered in the school when they enrol.

5.3.5 Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.

5.3.6 Renfrewshire Council's quality improvement framework supports all schools to improve and develop. Kilbarchan and Woodlands Primary Schools produce annual standards and quality reports which demonstrate

progress towards their agreed educational objectives through the efficient and prudent use of resources. Both schools have well developed self-evaluation and school improvement planning procedures which are informed by the whole school community and reviewed through the Council's quality improvement visits which are aligned to the quality indicators identified in How Good is Our School 4 (HGIOS4).

- 5.3.7 This catchment review is necessary as the increased number of pupils would put excessive pressure on the accommodation at Kilbarchan Primary School.
- 5.3.8 The increase in numbers could result in the pupil roll increasing beyond Kilbarchan Primary School's operational capacity, impacting on spaces for teacher directed learning; breakout areas for independent or small group learning; and areas to facilitate the range of learning experiences necessary for the development of meta skills.
- 5.3.9 The capacity of Woodlands Primary School is 459 and the maximum projected pupil roll, including those pupils potentially generated from these new housing developments is 360. This means that the accommodation at Woodlands Primary School can support the full range of curricular and extra-curricular activity and this increase in pupil numbers would not adversely affect the delivery of the curriculum. This proposal will assist with effective class organisation models to support learning and teaching.
- 5.3.10 The accommodation at Woodlands Primary School can support the full range of curricular and extra-curricular activity and it would not be adversely affected by this increase in pupil numbers. However, Kilbarchan Primary School's playground and social gathering areas, which provide for different kinds of play and social interaction, could be adversely affected in terms of space to play; access to outdoor P.E.; participation in outdoor learning opportunities relating to the natural environment and environmental issues; and extra-curricular physical activity.
- 5.3.11 The accommodation at Woodlands Primary School provides ample support spaces to support the wellbeing of all pupils however, Kilbarchan Primary School's capacity to provide quiet spaces to support the emotional wellbeing of pupils with additional support needs could also be compromised.
- 5.3.12 The additional number of pupils at Kilbarchan Primary School would also impact on dining, creating pressure on the existing facilities. The accommodation at Woodlands Primary School provides ample dining facilities for all pupils.
- 5.4 Our assessment of any other likely effects of the proposal (if implemented).

As is the case in any consultation of this scale, there may be those who perceive their situation to be affected positively, those who perceive the changes as negatively affecting their situation, and those for whom no perceived change is anticipated.

For example, a child who currently attends Kilbarchan Primary School who has siblings who may wish to attend this school in the future may have concerns; if the proposal goes ahead and they are deemed to now be living in the Woodlands Primary School catchment area. These families would neither be advantaged nor disadvantaged as provision is being made for them to attend, so long as siblings are in attendance at the time of enrolment.

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

A right for siblings of those affected by the change has been included. That is, a child who attends Kilbarchan Primary School currently and has a sibling who wishes to attend in the future are being afforded provision to do so; should the proposal be agreed.

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

In addition to the benefits noted in 5.3.1 – 5.3.8 above, Children's Services believe that reviewing this catchment area would enable the Council to plan more effectively and robustly as the challenge of rising rolls within the authority continues to emerge.

6. Impact on schools and their communities

- 6.1 Catchment review forms part of the Council's School Estate Management Planning process and equality impact assessment is central to this approach.
- 6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.
- 6.3 There is no impact on community council boundaries.
- 6.4 Both schools will have capacity to serve communities.

7. Involvement of Education Scotland

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

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

8. Consultation report

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

8.4 The consultation report will also include the following:

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

8.5 The Council must:

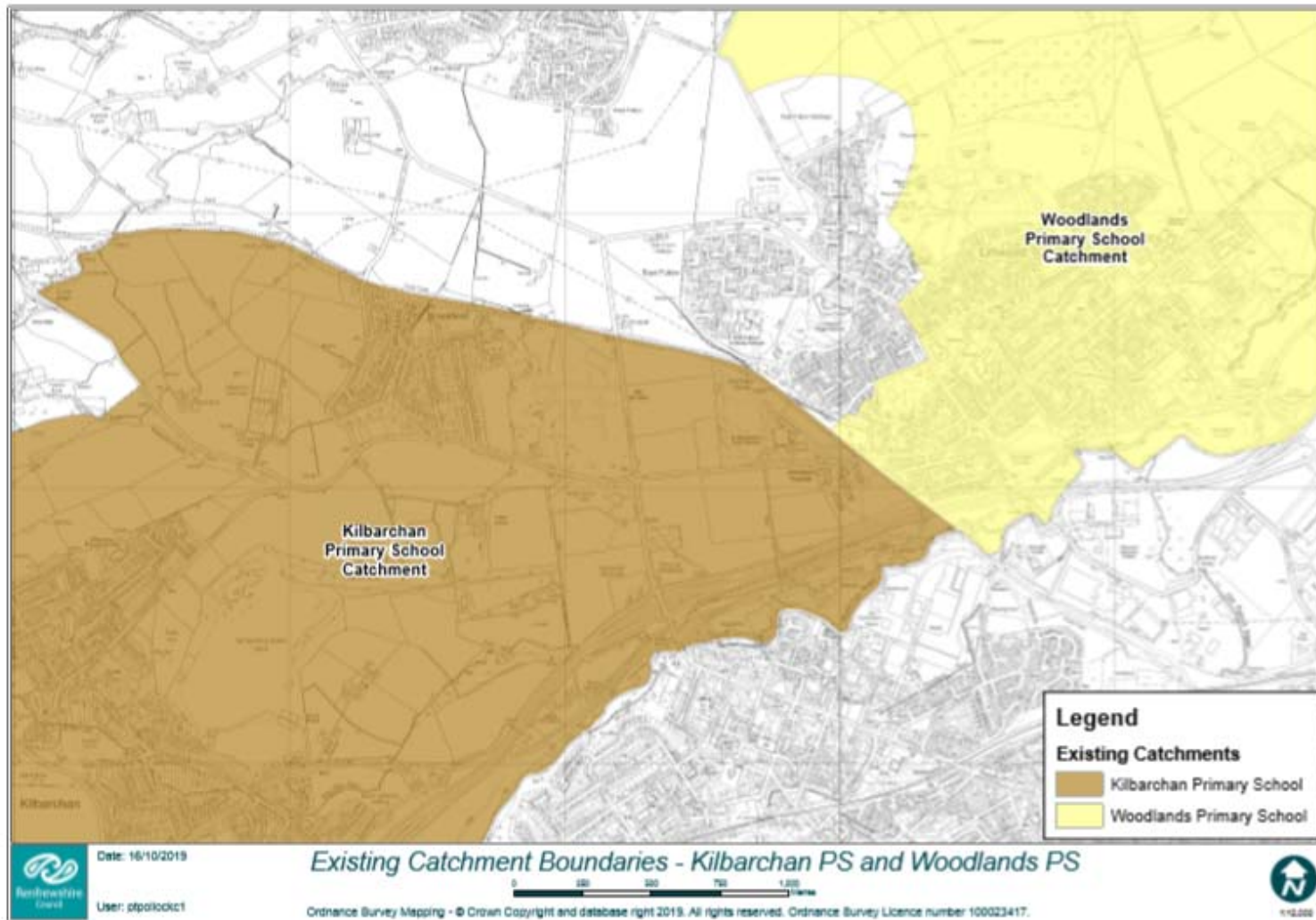
- a) publish the consultation report in both electronic and printed form;
- b) make the report available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (ii) at any affected school or at a public library or some other suitable place within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

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

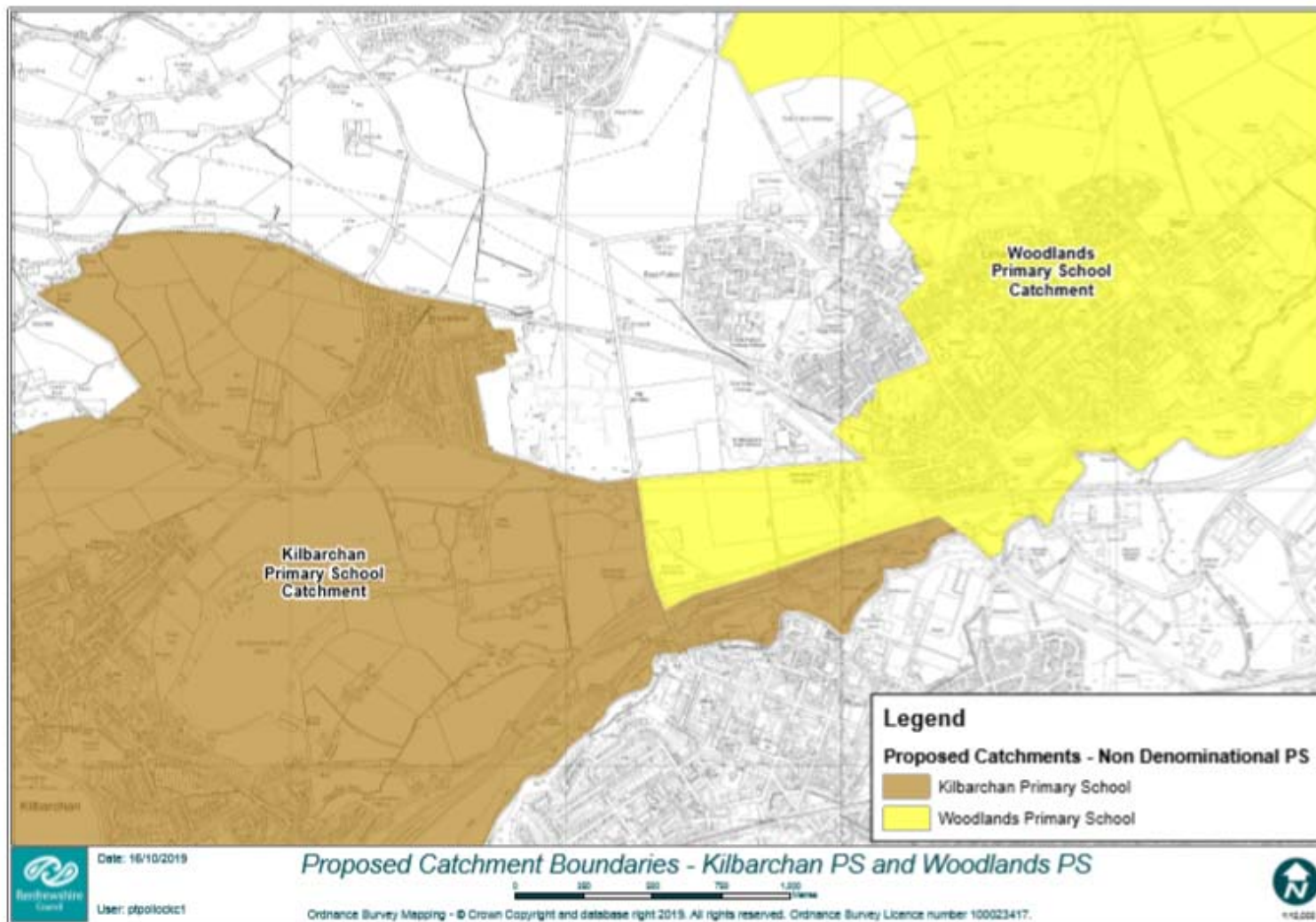
Activity	Date
Approval for consultation sought from Education and Children's Services policy board	31 October 2019
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none">the parent council or combined parent council of any affected schools;the parents of the pupils at any affected school;the parents of any children who would be likely to become	18 November 2019

<p>pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper;</p> <ul style="list-style-type: none"> the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	18 November 2019
<ul style="list-style-type: none"> Public consultation meeting, covering all proposals, held to consult with affected communities in Woodlands Primary School at 6.30pm; and Questionnaire to go live on the Council website. 	26 November 2019
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	21 January 2020
Report to Education Scotland on outcome of consultation.	4 February 2020
Response from Education Scotland on outcome of consultation.	25 February 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	May 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	May 2020

Existing Catchment – Kilbarchan and Woodlands Primary Schools



Proposed Catchment – Kilbarchan and Woodlands Primary Schools



Catchment Review: Streets Affected – Kilbarchan Primary School with Woodlands Primary School

Addresses at September 2019

Galbraith Drive
Cowan Avenue
Mill of Cart Way

Note: This development is still under construction and more addresses may be added to this list, which fall within the boundary of this development.

Catchment Review: Kilbarchan Primary School with Woodlands Primary School

Numbers currently attending Renfrewshire schools from development:

This development is under construction and no pupils currently reside within the development.

PROCEDURES FOR CONSULTATION RELATING TO:

Proposal to consult on: Catchment review affecting St Margaret's Primary School and Our Lady of Peace Primary School.

1. Summary

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

2. Procedures

2.1 The procedures for consultation relating to this proposal are:

- 2.1.1 A consultation document will be prepared outlining the background to the proposal to revise catchment arrangements between St Margaret's Primary School and Our Lady of Peace Primary School.

2.1.2 Copies of the document will be issued simultaneously to:

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

2.2 It is proposed that:

- an advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected;
- the report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries;
- the consultation should commence on 18 November 2019 and it will run until 21 January 2020;
- a public meeting will be held at 6.30pm on 26 November 2019 in Woodlands Primary School. This will provide the opportunity for discussion and oral representation to be made on proposals to review catchment arrangements affecting Kilbarchan and East Fulton Primary Schools; Kilbarchan and Woodlands Primary Schools; St Margaret's and Our Lady of Peace Primary Schools; and Johnstone and Linwood High Schools; and
- written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to stmargaretsreview@renfrewshire.gov.uk, no later than noon on 21 January 2020.

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

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

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

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

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

THIS IS A CONSULTATION DOCUMENT

Proposal relating to:

The revision of catchment areas affecting St Margaret's and Our Lady of Peace Primary Schools

1. Introduction

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

The Council must do the following:

- a) publish this proposal paper in electronic and printed form;
- b) make the paper, and (so far as practicable) a copy of any separate documentation that it refers to, available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.

- c) provide without charge the information contained in this proposal paper:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
 - d) advertise the publication of the proposal paper by such means as it considers appropriate.
-

2. Correction of the proposal paper

2.1 Where, during the consultation period, the Council has been notified of an alleged omission of relevant information from a proposal paper or an alleged inaccuracy in a proposal paper the Council must proceed as follows:

- a) determine if relevant information has (in its opinion) been omitted and whether there is (in fact) an inaccuracy;
- b) inform the notifier of its determination under paragraph (a), and the reasons for that determination;
- c) inform the notifier as to the action (if any) it is taking and of the reasons why it is, or is not, taking such action; and
- d) invite the notifier to make representations to the Council if the notifier disagrees with the Council's determination under paragraph (a) or its decision as to whether to take action.

2.2 Where the notifier makes further representation under paragraph 2(d) above, the Council may make a fresh determination as to whether relevant information has been omitted or there is (in fact) an inaccuracy and the Council may make a fresh decision as to whether to take action. The Council must inform the notifier if it makes a fresh determination referred to above, or if it makes a fresh decision as to whether to take action.

2.3 Where, having been notified by another person as described above, the Council determines that:

- a) relevant information has been omitted from the proposal paper, or
- b) there is (in fact) an inaccuracy in the proposal paper; and
- c) where the Council discovers, during the consultation period that relevant information has been omitted from a proposal paper or discovers an inaccuracy in a proposal paper, the Council must proceed as follows:

- 2.4 Where the information that has been omitted or the inaccuracy relates to a material consideration relevant to the Council's decision as to implementation of the proposal, it must:
- (i) publish a corrected proposal paper,
 - (ii) give revised notice in accordance with the 2010 Act and
 - (iii) send a copy of the corrected paper to Education Scotland, or
 - (iv) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.
- 2.5 Where the information that has been omitted or the inaccuracy does not relate to a material consideration, the Council may, but is not obliged to, take steps (i)-(iii) or (iv) described above, and may also take no further action, except to report the inaccuracy/omission as required by the 2010 Act in the consultation report, which is referred to in more detail below.
- 2.6 Where, after the end of the consultation period, the Council issues a notice to the relevant consultees and Education Scotland providing the omitted information or correcting the inaccuracy, that notice may, instead of extending the consultation period, specify such further period during which representations may be made on the proposal as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction. Any such further period is to be treated as part of the consultation period for the purposes of the 2010 Act.

3. Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to the catchment review. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.
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4. Rationale for catchment review

- 4.1 Assessment of housing development at the Merchiston Hospital, Houston Station and Johnstone Hospital sites has identified a requirement to consider a catchment review which would affect St Margaret's and Our Lady of Peace Primary Schools.
- 4.2 These new housing development could generate approximately 18 additional primary school pupils over a 6 year period. These additional pupils could put excessive pressure on the accommodation at St Margaret's Primary School.
- 4.3 The undernoted table demonstrates that the increased number of pupils from these new housing developments could be accommodated more comfortably within Our Lady of Peace Primary School.

St Margaret's Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	227	229	223	221	233	233
Occupancy excluding housing developments	83%	84%	82%	81%	86%	86%
Projection including all developments	230	236	234	236	250	251
Percentage occupancy level including all developments	85%	87%	86%	87%	92%	92%
Pupils rezoned to Our Lady of Peace Primary School (18)	3	4	4	4	2	1
Our Lady of Peace Primary School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	237	226	226	229	224	224
Occupancy excluding housing developments	67%	64%	64%	65%	64%	64%
Projection including all developments	240	233	237	244	241	242
Percentage occupancy level including all developments	68%	66%	67%	69%	68%	69%
Pupils rezoned from St Margaret's Primary School (18)	3	4	4	4	2	1

- 4.4 Denominational pupils living at addresses within housing developments at "Merchiston Hospital" and "Houston Station" are currently entitled to free school transport if they are currently attending St Margaret's Primary School. If this proposal is approved all pupils living at these addresses would be entitled to free school transport to Our Lady of Peace Primary School.
- 4.5 However, if this proposal is approved all denominational pupils living at addresses within the "Johnstone Hospital" site would be within 1 mile's walking distance of Our Lady of Peace Primary School and therefore would not be entitled to free school transport.

- 4.6 It is recommended that the catchment boundary between these schools be amended to remove this housing development from St Margaret's Primary School's catchment area and to incorporate it into Our Lady of Peace Primary School's catchment area.
-

5. Educational benefits statement

- 5.1 Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.
- 5.2 The EBS must include the following:
- a) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
 - (iv) the pupils of any other schools in the Council's area,
 - b) the Council's assessment of any other likely effects of the proposal (if implemented),
 - c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
 - d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.
- 5.3 The following paragraphs detail the Council's Educational Benefits Statement:
- 5.3.1 All pupils affected by this catchment review would be entitled to continue attending the school they are currently in.
- 5.3.2 Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.
- 5.3.3 If a pupil is entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.
- 5.3.4 Siblings of those pupils attending Kilbarchan Primary School would be entitled to attend this school with their sibling as long as their sibling is registered in the school when they enrol.
- 5.3.5 Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.

- 5.3.6 Renfrewshire Council's quality improvement framework supports all schools to improve and develop. St Margaret's and Our Lady of Peace Primary Schools produce annual standards and quality reports which demonstrate progress towards their agreed educational objectives through the efficient and prudent use of resources. Both schools have well developed self-evaluation and school improvement planning procedures which are informed by the whole school community and reviewed through the Council's quality improvement visits which are aligned to the quality indicators identified in How Good is Our School 4 (HGIOS4).
- 5.3.7 This catchment review is necessary as the increased number of pupils would put excessive pressure on the accommodation at St Margaret's Primary School.
- 5.3.8 The increase in numbers could result in the pupil roll increasing beyond St Margaret's Primary School's operational capacity, impacting on spaces for teacher directed learning; breakout areas for independent or small group learning; and areas to facilitate the range of learning experiences necessary for the development of meta skills.
- 5.3.9 The capacity of Our Lady of Peace Primary School is 352 and the maximum projected pupil roll, including those pupils potentially generated from these new housing developments is 244. This means that the accommodation at Our Lady of Peace Primary School can support the full range of curricular and extra-curricular activity and this increase in pupil numbers would not adversely affect the delivery of the curriculum. This proposal will assist with effective class organisation models to support learning and teaching.
- 5.3.10 The accommodation at Our Lady of Peace Primary School can support the full range of curricular and extra-curricular activity and it would not be adversely affected by this increase in pupil numbers. However, St Margaret's Primary School's playground and social gathering areas, which provide for different kinds of play and social interaction, could be adversely affected in terms of space to play; access to outdoor P.E.; participation in outdoor learning opportunities relating to the natural environment and environmental issues; and extra-curricular physical activity.
- 5.3.11 The accommodation at Our Lady of Peace Primary School provides ample support spaces to support the wellbeing of all pupils however, St Margaret's Primary School's capacity to provide quiet spaces to support the emotional wellbeing of pupils with additional support needs could also be compromised.
- 5.3.12 The additional number of pupils at St Margaret's Primary School would also impact on dining, creating pressure on the existing facilities. The accommodation at Our Lady of Peace Primary School provides ample dining facilities for all pupils.

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

As is the case in any consultation of this scale, there may be those who perceive their situation to be affected positively, those who perceive the changes as negatively affecting their situation, and those for whom no perceived change is anticipated.

For example, a child who currently attends St Margaret's Primary School who has siblings who may wish to attend this school in the future may have concerns; if the proposal goes ahead and they are deemed to now be living in the Our Lady of Peace Primary School catchment area. These families would neither be advantaged nor disadvantaged as provision is being made for them to attend, so long as siblings are in attendance at the time of enrolment.

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

A right for siblings of those affected by the change has been included. That is, a child who attends St Margaret's primary school currently and has a sibling who wishes to attend in the future are being afforded provision to do so; should the proposal be agreed.

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

In addition to the benefits noted in 5.3.1 – 5.3.8 above, Children's Services believe that reviewing this catchment area would enable the Council to plan more effectively and robustly as the challenge of rising rolls within the authority continues to emerge.

6. Impact on schools and their communities

6.1 Catchment review forms part of the Council's School Estate Management Planning process and equality impact assessment is central to this approach.

6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.

6.3 There is no impact on community council boundaries.

6.4 Both schools will have capacity to serve communities.

7. Involvement of Education Scotland

7.1 A copy of this proposal has been sent to Education Scotland.

7.2 At the end of the formal consultation period Children's Services will send Education Scotland the following:

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

8. Consultation report

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

8.4 The consultation report will also include the following:

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

8.5 The Council must:

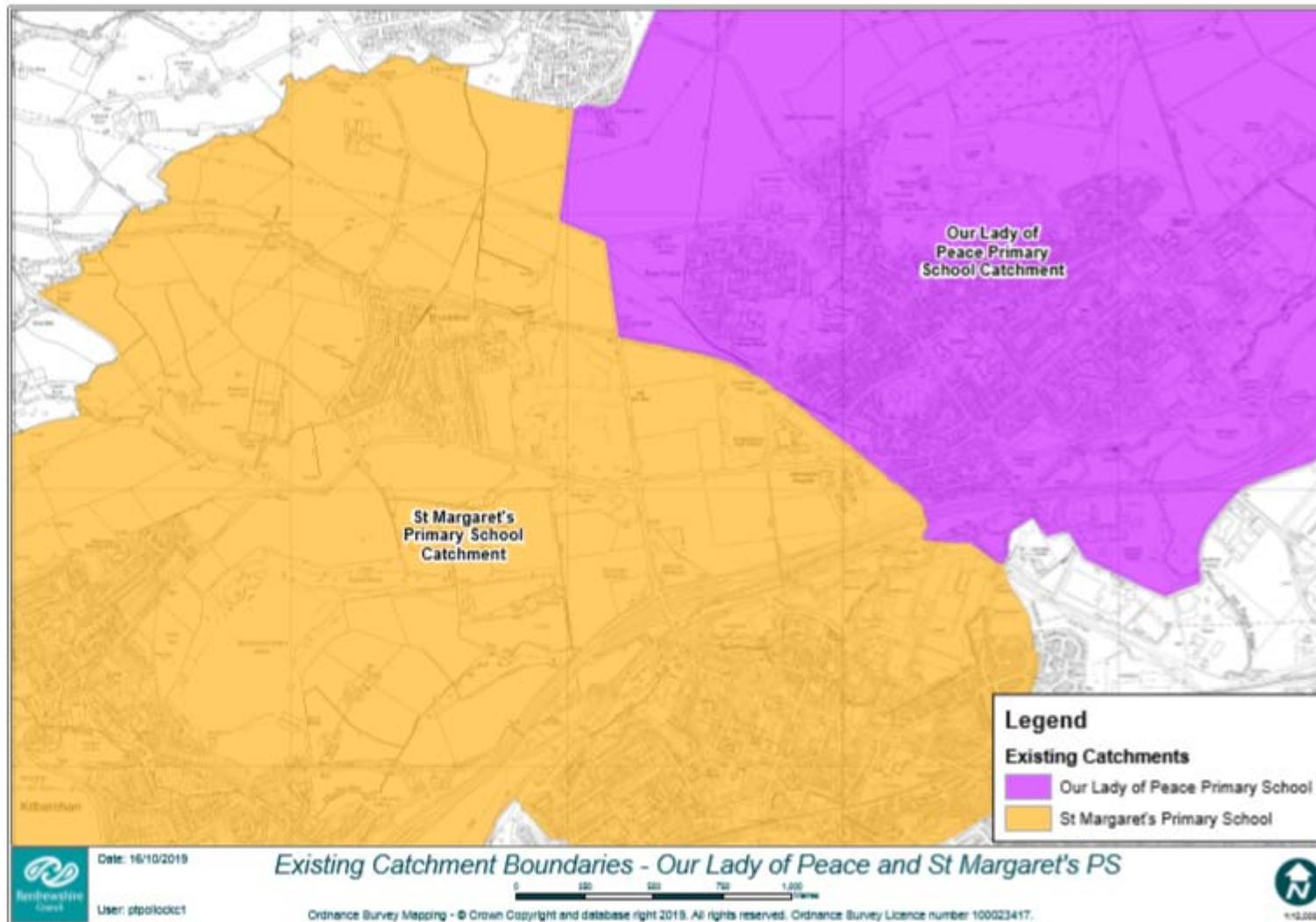
- a) publish the consultation report in both electronic and printed form;
- b) make the report available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website: and
 - (ii) at any affected school or at a public library or some other suitable place within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

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

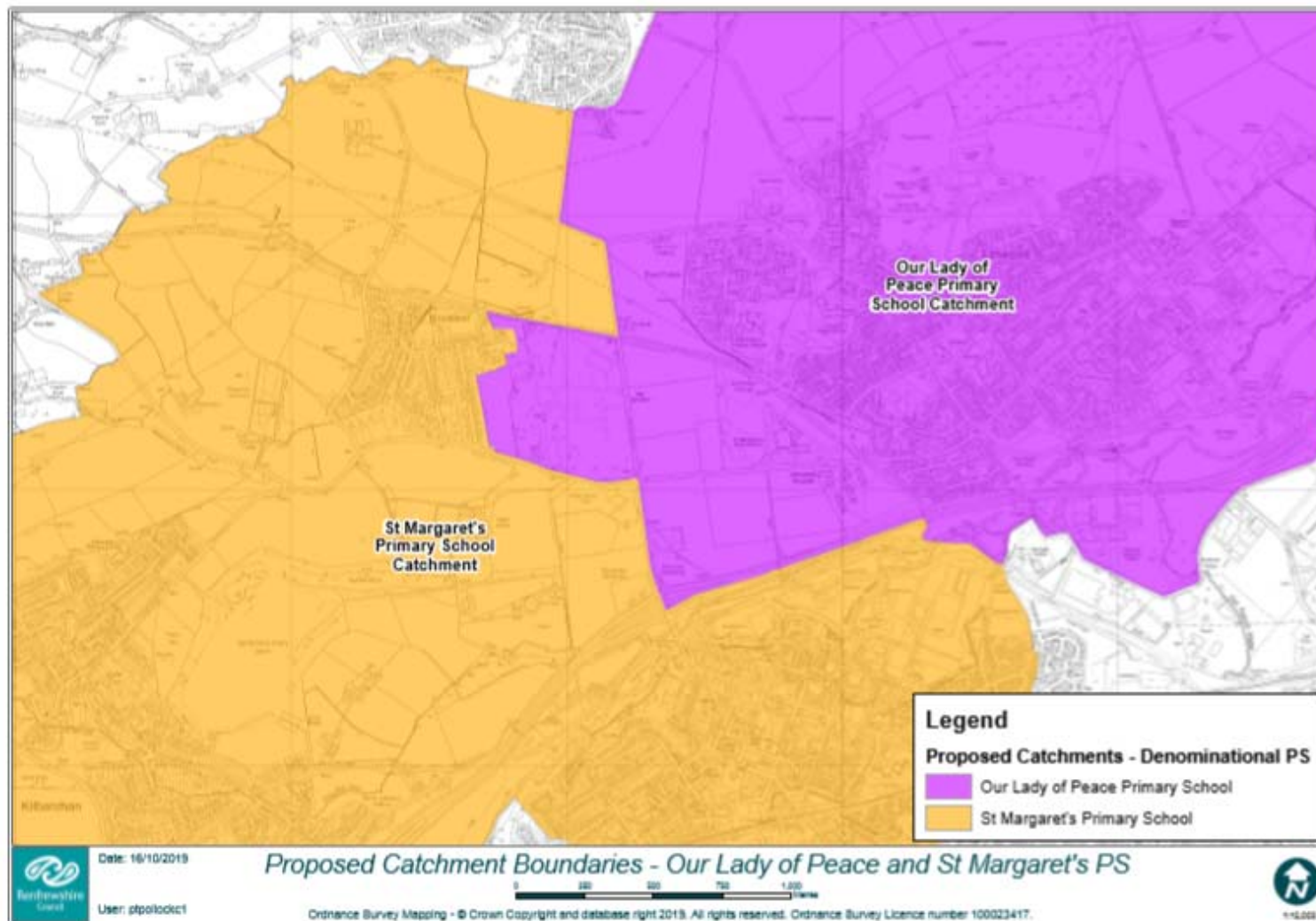
Activity	Date
Approval for consultation sought from Education and Children's Services policy board	31 October 2019
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none">the parent council or combined parent council of any affected schools;the parents of the pupils at any affected school;the parents of any children who would be likely to become	18 November 2019

<p>pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper;</p> <ul style="list-style-type: none"> • the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); • the staff (teaching and other) at any affected school; • any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; • the community council (if any); • the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; • any other education authority that the education authority considers relevant; and • any other community groups using any of the affected schools. 	
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	18 November 2019
<ul style="list-style-type: none"> • Public consultation meeting, covering all proposals, held to consult with affected communities in Woodlands Primary School at 6.30pm; and • Questionnaire to go live on the Council website. 	26 November 2019
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	21 January 2020
Report to Education Scotland on outcome of consultation.	4 February 2020
Response from Education Scotland on outcome of consultation.	25 February 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	May 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	May 2020

Existing Catchment – St Margaret's and Our Lady of Peace Primary Schools



Proposed Catchment – St Margaret's and Our Lady of Peace Primary Schools



Catchment Review: Streets Affected – St Margaret’s Primary School with Our Lady of Peace Primary Schools

Addresses at September 2019

Barochan Lane
Fairlie Road
Glendale Wynd
Gowanlea Place
Merchiston Drive
Merchiston Oval
Nethermains Avenue
Newfield Way
Whitebeam Grove
Whitehouse Gardens
Windyhill Crescent
Galbraith Drive
Cowan Avenue
Mill of Cart Way

Note: This development is still under construction and more addresses may be added to this list, which fall within the boundary of the developments.

**Catchment Review: St Margaret's Primary School with Our Lady of Peace
Primary Schools**

Numbers currently attending Renfrewshire schools from development:

School	Number of pupils affected
Bridge of Weir Primary School	1
Cochrane Castle Primary School	2
East Fulton Primary School	4
Kilbarchan Primary School	2
St Fillan's Primary School	3
West Primary School	2
Williamsburgh Primary School	2
Total pupils (September 2019)	16

PROCEDURES FOR CONSULTATION RELATING TO:

Proposal to consult on: Catchment review affecting Johnstone High School and Linwood High School.

1. Summary

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

2. Procedures

2.1 The procedures for consultation relating to this proposal are:

2.1.1 A consultation document will be prepared outlining the background to the proposal to revise catchment arrangements between Johnstone High School and Linwood High School.

2.1.2 Copies of the document will be issued simultaneously to:

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

2.2 It is proposed that:

- an advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected;
- the report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries;
- the consultation should commence on 18 November 2019 and it will run until 21 January 2020;
- a public meeting will be held at 6.30pm on 26 November 2019 in Woodlands Primary School. This will provide the opportunity for discussion and oral representation to be made on proposals to review catchment arrangements affecting Kilbarchan and East Fulton Primary Schools; Kilbarchan and Woodlands Primary Schools; St Margaret's and Our Lady of Peace Primary Schools; and Johnstone and Linwood High Schools; and
- written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to johnstonereview@renfrewshire.gov.uk, no later than noon on 21 January 2020.

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

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

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

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

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

THIS IS A CONSULTATION DOCUMENT

Proposal relating to:

The revision of catchment areas affecting Johnstone and Linwood High Schools

1. Introduction

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

The Council must do the following:

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

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

2. Correction of the proposal paper

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

- 2.4 Where the information that has been omitted or the inaccuracy relates to a material consideration relevant to the Council's decision as to implementation of the proposal, it must:
- (i) publish a corrected proposal paper,
 - (ii) give revised notice in accordance with the 2010 Act and
 - (iii) send a copy of the corrected paper to Education Scotland, or
 - (iv) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.
- 2.5 Where the information that has been omitted or the inaccuracy does not relate to a material consideration, the Council may, but is not obliged to, take steps (i)-(iii) or (iv) described above, and may also take no further action, except to report the inaccuracy/omission as required by the 2010 Act in the consultation report, which is referred to in more detail below.
- 2.6 Where, after the end of the consultation period, the Council issues a notice to the relevant consultees and Education Scotland providing the omitted information or correcting the inaccuracy, that notice may, instead of extending the consultation period, specify such further period during which representations may be made on the proposal as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction. Any such further period is to be treated as part of the consultation period for the purposes of the 2010 Act.
-

3. Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to the catchment review. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.
-

4. Rationale for catchment review

- 4.1. Assessment of new housing development at the Merchiston Hospital, Houston Station and Johnstone Hospital sites has identified a requirement to consider a catchment review which would affect Johnstone and Linwood High Schools.

- 4.2. The new housing developments could generate approximately 48 additional secondary school pupils over a 6 year period. The undernoted table demonstrates that while there is no excessive pressure on accommodation at Johnstone High School these additional pupils could be accommodated comfortably at Linwood High School which is geographically closer.

Johnstone High School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	994	1019	1045	1102	1105	1142
Occupancy excluding housing developments	72%	74%	76%	80%	80%	83%
Projection including all developments	1002	1037	1075	1142	1150	1190
Percentage occupancy level including all developments	73%	75%	78%	83%	83%	86%
Pupils rezoned to Linwood High School (48)	8	10	12	10	5	3
Linwood High School	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Projection excluding housing developments	408	399	401	413	416	426
Occupancy excluding housing developments	71%	69%	70%	72%	72%	74%
Projection including all developments	416	417	431	453	461	474
Percentage occupancy level including all developments	72%	72%	75%	79%	80%	82%
Pupils rezoned from Johnstone High School (48)	8	10	12	10	5	3

- 4.3. It is therefore recommended that the catchment boundary between these schools be amended to remove these housing developments from Johnstone High School's catchment area and to incorporate them into Linwood High School's catchment area.

5. Educational benefits statement

- 5.1 Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.
- 5.2 The EBS must include the following:
- a) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or

- (iv) the pupils of any other schools in the Council's area,
- b) the Council's assessment of any other likely effects of the proposal (if implemented),
- c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
- d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.

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

- 5.3.1 All pupils affected by this catchment review would be entitled to continue attending the school they are currently in.
- 5.3.2 Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.
- 5.3.3 If a pupil is entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.
- 5.3.4 Free school transport for new S 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.
- 5.3.5 Renfrewshire Council's quality improvement framework supports all schools to improve and develop. Johnstone High and Linwood High Schools produce annual standards and quality reports which demonstrate progress towards their agreed educational objectives through the efficient and prudent use of resources. Both schools have well developed self-evaluation and school improvement planning procedures which are informed by the whole school community and reviewed through the Council's quality improvement visits which are aligned to the quality indicators identified in How Good is Our School 4 (HGIOS4).
- 5.3.6 This catchment alteration ensures that all pupils attending Kilbarchan Primary School will transfer to Johnstone High School and all pupils attending East Fulton and Woodlands Primary Schools will transfer to Linwood High School. This means that pupils are not separated from their classmates at the point of transition from primary to secondary school.
- 5.3.7 The capacity of Linwood High School is 576 and the maximum projected pupil roll, including those pupils potentially generated from these new housing developments is 474. This means that the accommodation at Linwood High School can support the full range of curricular and extra-curricular activity and this increase in pupil numbers would not adversely affect the delivery of the curriculum. This proposal will assist with effective class organisation models to support learning and teaching.

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

As is the case in any consultation of this scale, there may be those who perceive their situation to be affected positively, those who perceive the changes as negatively affecting their situation, and those for whom no perceived change is anticipated.

For example, a child who currently attends Johnstone High School who has siblings who may wish to attend this school in the future may have concerns; if the proposal goes ahead and they are deemed to now be living in the Linwood High School catchment area. These families would neither be advantaged nor disadvantaged as provision is being made for them to attend, so long as siblings are in attendance at the time of transfer.

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

A right for siblings of those affected by the change has been included. That is, a child who attends Johnstone High School currently and has a sibling who wishes to attend in the future are being afforded provision to do so; should the proposal be agreed.

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

In addition to the benefits noted above, Children's Services believe that reviewing this catchment area would enable the Council to plan more effectively and robustly as the challenge of rising rolls within the authority continues to emerge.

6. Impact on schools and their communities

- 6.1 Catchment review forms part of the Council's School Estate Management Planning process and equality impact assessment is central to this approach.
- 6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.
- 6.3 There is no impact on community council boundaries.
- 6.4 Both schools will have capacity to serve communities.

7. Involvement of Education Scotland

- 7.1 A copy of this proposal has been sent to Education Scotland.
- 7.2 At the end of the formal consultation period Children's Services will send Education Scotland the following:

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

8. Consultation report

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

8.4 The consultation report will also include the following:

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

8.5 The Council must:

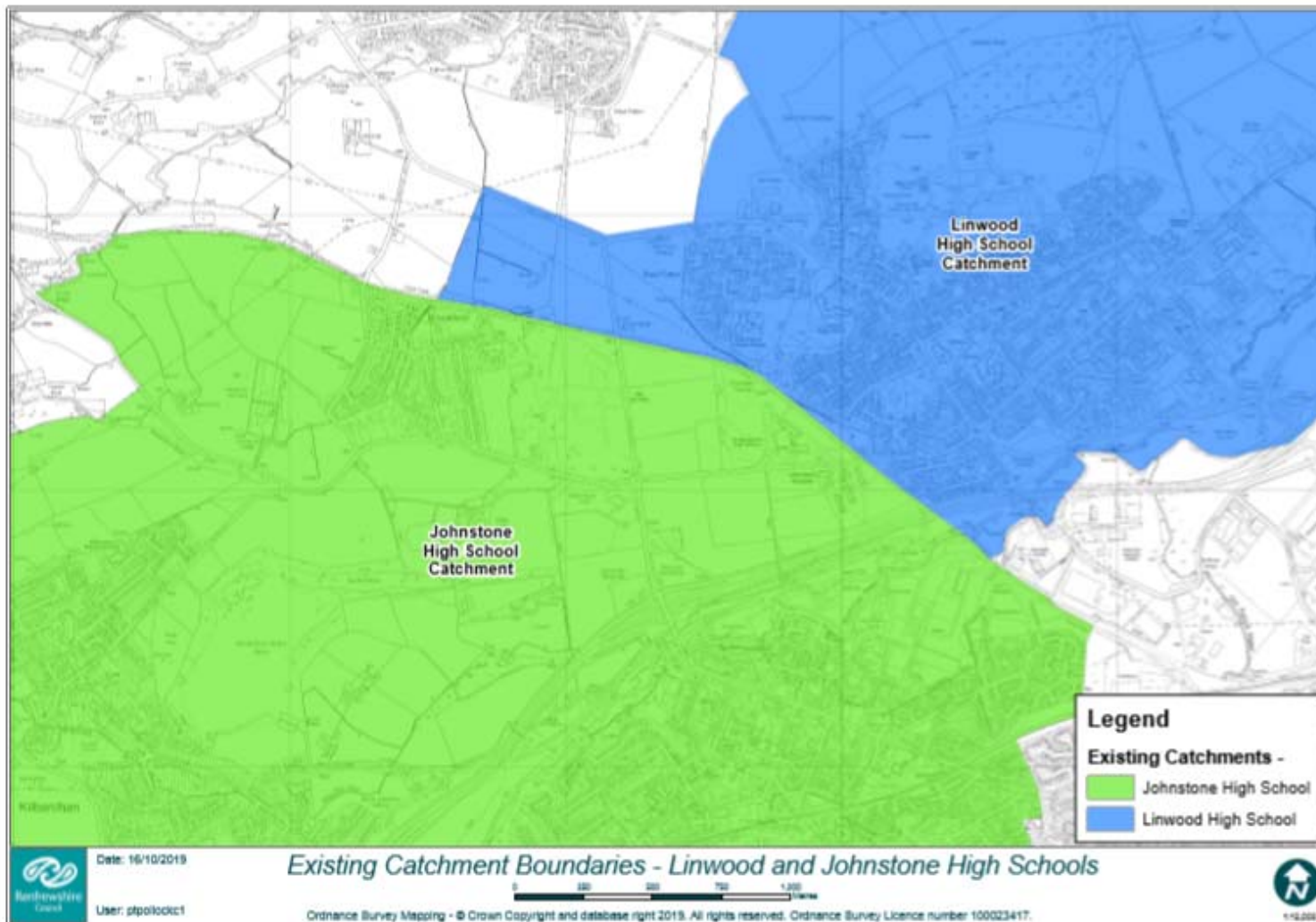
- a) publish the consultation report in both electronic and printed form;
- b) make the report available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (i) at any affected school or at a public library or some other suitable place within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

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

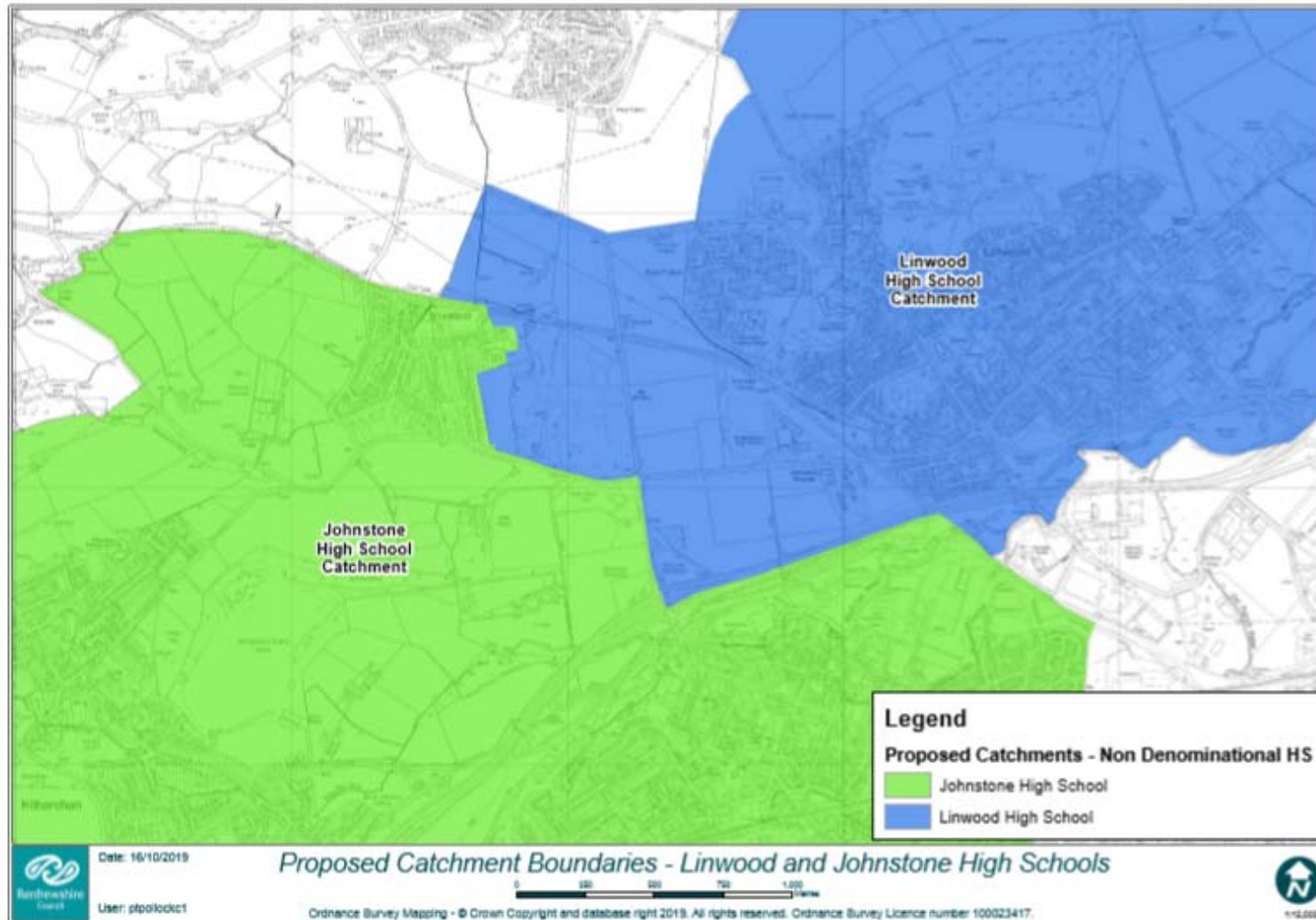
Activity	Date
Approval for consultation sought from Education and Children's Services policy board	31 October 2019
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none">the parent council or combined parent council of any affected schools;the parents of the pupils at any affected school;	18 November 2019

<ul style="list-style-type: none"> the parents of any children who would be likely to become pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	18 November 2019
<ul style="list-style-type: none"> Public consultation meeting, covering all proposals, held to consult with affected communities in Woodlands Primary School at 6.30pm; and Questionnaire to go live on the Council website. 	26 November 2019
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	21 January 2020
Report to Education Scotland on outcome of consultation.	4 February 2020
Response from Education Scotland on outcome of consultation.	25 February 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	May 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	May 2020

Existing Catchment – Johnstone and Linwood High Schools



Proposed Catchment – Johnstone and Linwood High Schools



Catchment Review: Streets Affected – Johnstone High School with Linwood High School

Addresses at September 2019

Barochan Lane
Fairlie Road
Glendale Wynd
Gowanlea Place
Merchiston Drive
Merchiston Oval
Nethermains Avenue
Newfield Way
Whitebeam Grove
Whitehouse Gardens
Windyhill Crescent
Galbraith Drive
Cowan Avenue
Mill of Cart Way

Note: The developments are still under construction and more addresses may be added to this list, which fall within the boundary of the developments.

Catchment Review: Johnstone High School with Linwood High School

Numbers currently attending Renfrewshire schools from development:

School	Number of pupils affected
Gryffe High School	3
Linwood High School	2
Paisley Grammar School	1
St Benedict's High School	3
Total pupils (September 2019)	9



To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

**Heading: Children's Services Service Improvement Plan 2019/22:
Mid-Year Monitoring Report**

1. Summary

- 1.1 The Children's Services Service Improvement Plan 2019-22 was approved by the Education and Children's Services Policy Board in March 2019. The plan sets out the priorities for the development of the service over a three year period and details the actions which will contribute to the priorities of both the Council and the Community Planning Partnership. It also sets out the actions which will ensure continuous improvement across the service and the performance indicators which ensure the impact can be measured. Actions and indicators reflect the five priority themes of the Council Plan.
- 1.2 This report contains details of Children's Services performance over the period 1 April 2019 to 30 September 2019. The main purpose of the report is to provide:
- details of the key achievements of the service over the period;
 - a progress update on implementing the action plan linked to the 2019-22 Service Improvement Plan;
 - an assessment of performance in relation to the service scorecard of core performance indicators; and
 - an overview of priorities for the service over the next six months.
- 1.3 Over the past six months, the service has made good progress in delivering positive outcomes for children and young people. The list below details some of these achievements.
-

- There have been very positive outcomes for early years centres, schools, children's houses and throughcare services who have been inspected by either the Care Inspectorate or Education Scotland.
- The roll-out of 1140 hours of early learning and childcare continues, with 62 early years establishments now offering the additional hours to around 1500 children. At the same time, the ambitious infrastructure programme is on target to deliver refurbishments and new-builds.
- There is continuing evidence of the very strong quality improvement framework in place which allows the service to understand all our establishments and thereafter ensure the appropriate supports and challenges are in place. This is reflected in external evaluations.
- Another very positive set of National Qualification results demonstrated the progress of our schools and more importantly our young people. We continue to demonstrate our aspiration of raising attainment for all and at the same time continuing to close the poverty-related attainment gap.
- Increasing numbers of children and young people are achieving expected levels in literacy and numeracy in the Broad General Education and the rate of improvement is more marked in our most disadvantaged communities, which also contributes to the narrowing of the poverty-related attainment gap.
- We are continuing sector-leading partnership approaches with the University of Strathclyde and Stanford University in the research and pedagogical approaches to teaching literacy and numeracy.
- The service is strengthening our co-production approach by awarding small grants to 12 voluntary organisations as part of our Early Action System Change programme. They will help progress work in relation to the mental health and wellbeing of children and young people, and coercive control in adolescent relationships.
- We have undertaken a review of good practice in relation to Family Group Decision Making and have secured funding to have two managers trained in practice, which will contribute to our early intervention approach to supporting families.
- Through our innovative programme of professional development for existing staff and sustained focus on teacher and early years recruitment, all vacancies were filled for the start of the new term.
- Engagement with families remains a priority with examples including the launch of a Parental Engagement Strategy and the introduction of an intensive family support service for vulnerable families. This work further supports our focus on family learning.
- We have a continued focus on the health and wellbeing of children and young people with activities such as creating mentally healthy schools and the review of Personal and Social Education (PSE). This is allowing us to understand need and be able to work in a proactive way to support children and young people.

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to note:
- the content of this report;
 - the progress that has been made on service performance;
 - the progress made on actions and performance in the action plan;

- that an out-turn report will be provided to this board in Spring 2020; and
 - that this mid-year report has been provided to the Communities, Housing and Planning Policy Board for the elements covered within that Board's remit.
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3. Background

- 3.1 The service improvement plan is a comprehensive statement of the outcomes the service aims to achieve, and the actions it will take to achieve these. It fits within the wider planning framework of the Council by taking account of Community Planning themes and Council priorities. It enables elected members to have oversight of developments within the service and to consider and develop policy options which reflect customer need and resource availability.
- 3.2 The service improvement plan also provides a mechanism by which elected members can evaluate the performance of the service. The appendices to the plan contain an action plan and performance indicators against which progress can be measured. This mid-year monitoring report provides an update on progress against the 2019-22 plan.
- 3.3 Section 4 of this report provides a service update, aligned to Council Plan priorities, over the period April to September 2019. It highlights areas of significant progress and details of action to be taken to address any areas where performance has not reached target. Further detail is provided in the action plan and performance scorecard included as Appendices 1, 2a and 2b.
- 3.4 An outturn report detailing full-year performance will be brought before this board in spring 2020.
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4. Service Update

- 4.1 Elected members will be aware from previous reports that the service is actively working to address a range of demand and financial pressures. For Children's Services, these include high numbers of children requiring care and protection due to the significant issue of parental alcohol or substance misuse and increasing school rolls in some catchment areas. In addition, the service is preparing for the expansion of the free early years entitlement from 600 hours to 1140 hours by 2020. Criminal justice social work services have experienced several years of growing demand as the use of community sentences has expanded. The service is contributing to the "Right for Renfrewshire" transformation programme and is the lead for the Early Intervention and Prevention element of Right for Renfrewshire and will contribute to other projects which impact on Children's Services.
- 4.2 Children's Services is committed to delivering high-quality services. In addition to internal self-evaluation activity, social work services and educational establishments are subject to considerable, robust, external scrutiny from the Care Inspectorate and Education Scotland.

Reports on every school inspection are provided to this Policy Board, as are reports on any social work service which receives a grading of Weak or Unsatisfactory. A summary paper of inspection outcomes for registered social work services is provided to this Board. The service also contributes to multi-agency self-evaluation work, most recently to a self-evaluation undertaken by Renfrewshire Child Protection Committee.

- 4.3 Whilst Children's Services works in collaboration with other services to ensure the delivery of all Council Plan priorities, it does not currently have any actions or performance indicators under Outcome 4: Creating a sustainable Renfrewshire for all to enjoy. More detail on the progress against planned actions and performance in relation to key indicators are given in Appendix 1 to this report.

5. Actions which have been reviewed or delayed

- 5.1 All actions are progressing in line with planned timescales.

6. Performance Indicators

- 6.1 Children's Services reports against 36 indicators in the Service Improvement Plan. There are 13 indicators relating to attainment and updated information for these will not become available until later in 2019/20. There are 8 indicators not currently meeting their target.
- 6.2 The service continues to demonstrate strong performance in relation to educational attainment, including narrowing the poverty-related attainment gap. There has been an increase in the uptake of early-years places not only for 3 and 4 year olds, but for those 2 year olds entitled to a place.
- 6.3 Criminal Justice Social Work continues to perform well in relation to new clients, with targets for first appointments, inductions and first work placements all being met.
- 6.4 The number of unpaid work orders completed within the required timescale has fallen behind target, with 19 orders completed after the due date. Performance is behind target in relation to new service users being seen by a supervising officer within the first 7 days of their order. The complexity of people being sentenced and the challenges in ensuring they are appropriately supported in completing the order successfully is a factor in performance. Criminal Justice Social Work staff make every effort to address these challenges and also to ensure orders are completed even if outwith the timescale.
- 6.5 Two home supervision visits took place outwith the 15 day target in quarter 1, meaning performance was 86% against a target of 100%. Social work make every effort to meet this deadline and late visits this quarter related to a non-engaging family and a service issue which has been remedied. Both visits have taken place. This indicator is to some extent dependent on families complying with statutory orders.

Work is underway within Children & Families Social Work to look at performance against this measure, which is rarely at 100%.

- 6.6 For 2019/20, the service set an ambitious target stating that no care leavers should experience homelessness. This is a very challenging target which was not met this quarter; 4 care experienced young people aged between 18 and 25 had a period of homelessness in the last six months. The Throughcare Team continue to work closely with colleagues from Communities, Housing and Planning to address this.
- 6.7 Indicators relating to satisfaction with schools all have a target of 100%, and performance below this level does not necessarily reflect a high level of dissatisfaction with local schools. Data for these indicators is collected by other agencies and is based on a very small sample size. The recent attainment inspection included very positive feedback from parents.
- 6.8 A small number of complaints and Freedom of Information requests were not dealt with in the required timescale. There were 8 late FOI requests; these were complex requests requiring information from a number of sources. The service is working with Information Governance to discuss how performance can be improved in relation to FOI requests.

7. Priorities over the next six months

- 7.1 The service has a number of priorities for the next six months and beyond. Significant detail is described within a range of planning documents including the Renfrewshire Children's Services Partnership Plan and the Education Improvement Plan. The following is a summary of key priorities.
- 7.2 Children's Services will support the council's transformation programme "Right for Renfrewshire" by leading on the Early Intervention and Prevention workstream and contributing to other projects which impact on Children's Services.
- 7.3 Developing the young workforce remains a priority for Children's Services and for Renfrewshire. The service will work with partners to build on the progress made with a focus on growth areas in the local economy (construction, manufacturing, and early learning and childcare). The successful programme of offering vocational college courses and foundational apprenticeships in schools will continue and there will be more opportunities for students in the senior phase to access work experience and mentoring. The service hopes to increase collaboration between education, training providers and employers.
- 7.4 Children's Services will work with colleagues to progress the work under Challenge 6 in Renfrewshire's Economic Strategy, which is to bring local education and skills provision closer to the needs of the economy. A skills action plan will be developed to support 'skills for work' in the curriculum. This will focus on the softer skills employers require from a potential workforce (such as positive work ethic, teamwork and resilience).

- 7.5 The service is progressing plans for the expansion of Early Years' provision to 1140 hours by 2020, with 1140 hours already being delivered in 62 establishments. This expansion will continue over the next six months with more establishments operating over a longer day/year; refurbishment of existing premises; continuing with plans for new builds; and ongoing recruitment work to ensure sufficient staff to deliver the new model.
- 7.6 The Presumption Against Short Sentences (relating to custodial sentences) was extended from 6 months to 12 months in July 2019. The change was announced well in advance of implementation which allowed Criminal Justice Social Work to prepare for it within existing resources. The decision to divert to a community sentence rather than custody remains with the courts and implementation is at too early a stage to determine the impact on the service.
- 7.7 A partnership project with the Dartington Service Design Lab and Snook Design Agency is underway to create a new quality assurance framework and feedback tool which is meaningful for young people and those who support them.
A co-production approach has been adopted, with practitioners and young people working together on designing an evaluation framework which is focused on what is important to young people and allows the impact to be measured.
- 7.8 The service will continue to focus on raising attainment for all children, whilst closing the poverty related attainment gap through the work of the Attainment Challenge, Pupil Equity Fund, and the Care Experienced Fund, as well as everyday service provision. The service is continuing sector-leading partnership approaches with the University of Strathclyde and Stanford University in the research and pedagogical approaches to teaching literacy and numeracy.
- 7.9 The review of Additional Support Needs is progressing and will continue to be a priority for the service. Engagement sessions have taken place with parents and staff and sessions with young people are planned. A communications strategy for sharing the findings with parents, staff and young people is being developed.
- 7.10 Preparatory work for the implementation of a new case management system for social work will continue. Children and Families Social Work will roll out new case recording guidance and new six-monthly case summaries which are innovative in Scotland.
- 7.11 A new Parental Engagement Strategy has been launched and this will now be implemented in schools. This will include opportunities for parents to be more involved in helping schools set priorities and will promote an ethos of family learning and positive relationships between families and schools.
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Implications of the Report






1. **Financial** – The report highlights resourcing pressures arising from increasing demand for services and the current financial environment.

2. **HR & Organisational Development** - none
3. **Community Planning** – the report details a range of activities which reflect local community planning themes.
4. **Legal** - none
5. **Property/Assets** – none
6. **Information Technology** – None
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – None
9. **Procurement** – the report details the activities being undertaken to promote more efficient and effective commissioning and procurement
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in the Children's Services Risk Register.
11. **Privacy Impact** – none
12. **COSLA Policy Position** – none
13. **Climate Risk** - none


List of Background Papers: None


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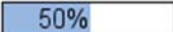

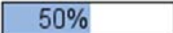
Children's Services SIP 2019-2022 Actions

Action Status	
	Cancelled
	Overdue; Neglected
	Unassigned; Check Progress
	Not Started; In Progress; Assigned
	Completed

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


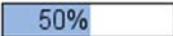

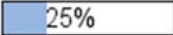
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.01a	Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	Staff are skilled and knowledgeable and able to effectively support children and young people in their learning and development.	31-Mar-2021	<div><div>50%</div></div>	Provisional data from the Achievement of a CfE Level return indicate that increases in attainment in literacy and numeracy have been maintained or surpassed. The percentage of learners in primary stages achieving expected level for their stage in literacy has been maintained at 76%, an increase of 3 percentage points since 2016-17. In numeracy, the percentage of learners achieving the expected level for their stage has increased to 84%. In S3, the percentage of learners achieving	Head of Early Years and Broad General Education


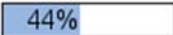


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>3rd level or above has increased to 94% in both literacy and numeracy. The attainment gap between pupils living in most deprived areas and those living in the least deprived areas has continued to decrease across most measures. The attainment gap between primary pupils living in SIMD quintile 1 and SIMD quintile 5 has reduced by 5 percentage points in literacy and 2 percentage points in numeracy since 2016-17. These reductions are due to increased attainment of pupils living in most deprived areas.</p> <p>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 attainment gap between school leavers living in the 20% most and 20% least deprived areas has continued to decrease in literacy and numeracy. The gap in the percentage of leavers achieving SCQF level 5 has reduced by 19 percentage points in literacy and 7 percentage points in numeracy since 2013.</p>	
	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	<div><div>50%</div></div>	Following a review of actions taken by all secondary schools, a number of actions are being taken forward to ensure all young people are supported into positive and sustained destinations. Working with SDS, access to the data hub is ensuring that each school has the most up to	Head of Schools; Education Manager (Senior Phase)





Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						date and accurate information in order to inform decision making.	
	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		A Creative Learning Showcase was held in May 2019 with contributions from Paisley schools. Whole class delivery and family initiatives are becoming embedded as part of the Music Service programme of work	Head of Early Years and Broad General Education
	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		A range of vocational programmes offered by West College Scotland continue to offer opportunities for young people to develop the skills and knowledge required to prepare them for the world of work. The model of joint delivery of a some vocational programmes between school and college has been very successful and has impacted positively on retention rates and successful accreditation. There has been a significant increase in the number of young people applying for Foundation Apprenticeships for session 2019-20 (83 completed applications to date) with the shorter model proving a popular option. Representation from Children's Services on the Renfrewshire Community Benefits Forum has significantly increased awareness of the opportunities which are available to young people in terms of work experience, mentoring and potential employment post school, and schools are now benefitting from these. The delivery of an SQA course in early learning and childcare is being piloted with an external provider across 2 schools with plans to expand this provision. In addition, schools are more actively pursuing links with	Education Manager (Senior Phase)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						businesses and employers within their own localities. Work done this session between schools, local authority personnel and wider partners in terms of processes to support young people into post school positive and sustained destinations, should see an improvement in this area.	


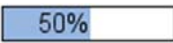

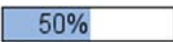

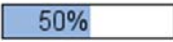

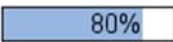
Priority Strategic Priority 2: Building strong, safe and resilient communities


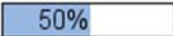
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.02a	Embed a consistent approach to supporting children and families affected by domestic violence informed by a strength-based model of intervention.	Children experiencing domestic violence are supported to be safe.	31-Mar-2020		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. 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.	Head of Child Care and Criminal Justice
	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		The overarching national guidance on child protection has not yet been released but elements of national guidance are being released periodically and we are responding to this. Policies and procedures to be reviewed have been mapped and we are updating accordingly in line with the government's continuous improvement programme. We are continuing to improve culture, ethos and practice by quality assuring our practice against the lessons	Child Protection Adviser


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						learned from National and Local Initial Case Reviews (ICRs) and Significant Case Reviews (SCRs), identifying existing good practice and highlighting areas for development. Operational guidance on the Inverclyde & Renfrewshire Vulnerable Young Person (VYP) Procedure has been developed in conjunction with Inverclyde and Renfrewshire Children's Services, Greater Glasgow NHS, Barnardo's Safer Choices and K Division Public Protection Unit, Police Scotland. Our guidance on Initial Referral Discussions, written in partnership with East Renfrewshire and Inverclyde Councils, has been approved.	
	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 project has awarded small grants to 12 voluntary organisations to work with young people and their families to gain a better understanding of the priority challenges and drivers of existing service provision. A learning event was held on the 31st of July to present all the findings from the voluntary organisations. In October we will be launching two grants, totalling £153,000 to be awarded to the voluntary sector to further co-design and rigorously test services to address the two priority issues.	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		87% of schools are engaged in RNRA. 77% of participating schools (N = 57) have received whole school training, established a core team and are implementing an action plan. 7% of participating schools are at the final stage of implementation.	Principal Educational Psychologist




Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.19.02e	Undertake evaluation of family support provision within social work services, and consider options for the provision of Family Group Decision Making.	Early intervention supports families to make positive changes which improve relationships and may prevent compulsory measures.	31-Mar-2020		A review of family support provision highlights some good practice but also gaps in our current practice and capacity to deliver family support. Non Violence Resistance has been identified as a tool to support some of our most vulnerable families. Implementation of the approach in partnership with colleagues in Education began in September 2019. Our strategic partnership with Barnardo's provides opportunities for the development and delivery of additional family support resources. We have visited FGDM services in Edinburgh City and Glasgow City Councils and identified best practice which we would wish to emulate. Funding secured for two senior managers to undertake accredited FGDM training in October which will form a proposal for the development of a new FGDM service in Renfrewshire.	Quality Assurance and Practice Development Manager
	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 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.	Head of Early Years and Broad General Education
	CS.SIP.19.03b	Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	All children in Renfrewshire have the best possible start in life.	31-Mar-2022		Work is ongoing in the Renfrewshire 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.	Head of Child Care and 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, 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 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		More than 150 Young Carer Statements now completed. Several new activities are now available via the Carers' Centre including walking	Quality Assurance and Practice Development Manager


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>and swimming groups. YCS are informing changes in groupwork and social activities offered by the Centre. Young carers' uptake of offers is increasing.</p> <p>A summer activities programme was put in place and another for the October school holidays. A new partnership plan, supported by the contracts and commissioning team, is in place to support the carers' Centre to improve its responsiveness to young carers' needs.</p>	
	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>The Health and Wellbeing Development Officer leads on a wide range of HWB activities including:</p> <ul style="list-style-type: none"> •Promoting Positive Mental Health in collaboration with EPS to provide a model for schools that includes NHSGGC Healthy Minds framework for early intervention and aligns with the recommendations from the Mental Health Strategy 2017-27. •Providing establishments with a mental health resource and supplementary toolkit to ensure that all staff working with CYP receive the same high-quality professional learning experience by December 2019. This will support the ambition that all children and young people (CYP) receive the right help at the right time. •In partnership with the Chooselife co-ordinator, sessions in 'understanding self-harm' and 'understanding suicide', along with suicide prevention courses like safeTALK and ASIST have been well-attended and highly evaluated. 	Education Manager (Health and Wellbeing)


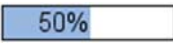

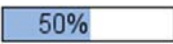



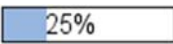
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<ul style="list-style-type: none"> •In line with Scottish Government's commitment to LGBT Inclusive Education, we have provided training for secondary staff and will provide LGBT awareness raising training for primary establishments and professional learning on tackling homophobic, bi-phobic and transphobic bullying. 5 secondary schools and 3 primary schools currently pursuing LGBT Charter award. •Almost all primary establishments are formally teaching social and emotional literacy using programmes, for example Promoting Alternative Thinking Strategies (PATHS), Emotion Works, and Bounce Back. •Progressive and coherent substance misuse planners aligned to the national CfE benchmarks, have been developed, in partnership with GGC Health colleagues. These are being trialled in schools and will be evaluated and amended as appropriate. •Counselling services remain in all secondary schools provided by Lifelink. Place2Be counselling services are present in targeted primary and secondary schools. •In response to the national Personal and Social Education Review we are consulting with young people in Renfrewshire to develop a 'Framework for Personal and Social Education in Renfrewshire' 	
	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	31-Mar-2020	<div><div>100%</div></div>	Process in place and shared with staff on supporting children affected by the EU Settlement Scheme. EU nationals have been identified and information is being shared with the	Head of Child Care and Criminal Justice


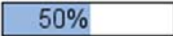
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
			disproportionately affected by the UK's withdrawal from the EU.			children and their families by the allocated social worker.	
	CS.SIP.19.03g	Implement a refreshed Parental Engagement Strategy.	Stronger relationships will exist between the school and the home, leading to more successful learning partnerships.	31-Mar-2020	<div><div>50%</div></div>	A new Parental Engagement Strategy has been produced and was formally launched in October 2019. It was developed by a working group which included parent representatives. The strategy will be implemented in all Renfrewshire schools.	Education Manager (Assessment, Teaching and Learning)
	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	<div><div>50%</div></div>	The Education Support and Resource Group has continued to meet on a sectoral basis. Locality Inclusion Support Network (LISN) pilots which offer peer support for particularly challenging circumstances have been positively evaluated and will be rolled out during session 2019-20. These developments have led to more empowerment of headteachers and more transparent decision making. There has been a reduction in the number of external education day placements required for Renfrewshire pupils. Improvements in engagement with pupil support co-ordinators in pre-5 and primary have been made through locality meetings. A review of key processes to improve support for children who are looked after has been completed. Good progress is being made with the ASN review and extensive consultation with stakeholders has been carried out between January and June 2019. Peer support is being rolled out across all clusters.	Head of Schools
	CS.SIP.19.03i	Refine processes to support further improvement in	Opportunities to engage with families at an early stage are maximised.	31-Mar-2020	<div><div>50%</div></div>	This indicator is closely monitored by senior managers. Any vacant critical front line posts are fast-tracked	Children's Services Manager


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		performance in relation to home supervision visits.				through the initial recruitment stages to minimise delays.	

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><div>50%</div></div>	<p>All Depute Head Teachers (DHTs) and early years deputies 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</p>	Head of Schools

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						involves. 86% feel more likely to apply for future PT posts as a result of the training. 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.	
	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 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; and work is ongoing to address the housing needs and ensure appropriate knowledge of and pathways into mental health services.	Criminal Justice 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 refreshed School Estate Management Plan was approved by the Education and Children's Services Policy Board in May 2019.	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		As part of the care experienced children and young people, a commitment has been made by the authority to support the Aberlour Attain mentoring service to ensure	Director of Children's Services

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>better outcomes for vulnerable children and young people.</p> <p>A collaborative event was hosted in June for Head Teachers, Central Staff and Poverty Leads from across the authority to share practice and challenges associated with PEF.</p> <p>A short-life working group has revised the Children's Services parental engagement strategy to ensure outcomes for children and young people are improved by joined up working inclusive of parents / carers.</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>In March, Head Teachers submitted PEF plans for 19-20 spend. Plans have been scrutinised for procurement and staffing related issues to ensure the fund is managed effectively.</p>	Head of Schools

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	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	<div><div>50%</div></div>	<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 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>	Director of Children's Services

Appendix 2a

Children's Services 2019-2022 Performance Scorecard













Indicators measured against Academic Years


















PI Status	
	Alert
	Warning
	OK
	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	2017/18	2018/19	Current Value	Current Target	Latest Note
					Value	Value			
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4				96%	Not available	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%. These figures are in line with our virtual comparator. Figures for 2018/19 will be available from March 2020.
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4				92%	Not available	92%	92.5%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has remained consistent over the past 3 years at 92%. This is

Code	Short Name	Status	Short Term Trend	Long Term Trend	2017/18	2018/19	Current Value	Current Target	Latest Note
					Value	Value			
									marginally below the virtual comparator which is 93%. Over 5 years, the percentage achieving SCQF level 4 numeracy or above has increased by 6 percentage points. Figures for 2018/19 will be available from March 2020.
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5				87%	Not available	87%	82.5%	Attainment of school leavers in literacy at SCQF level 5 or above has increased by 2 percentage points in 2017/18. This increase has brought Renfrewshire marginally ahead of its virtual comparator. Over 5 years, Renfrewshire has increased the percentage of leavers achieving literacy at SCQF Level 5 by 12 percentage points. Figures for 2018/19 will be available from March 2020.
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5				76%	Not available	76%	71.5%	The percentage of school leavers achieving SCQF level 5 or above in numeracy is unchanged at 76%. Renfrewshire remains above the virtual comparator, which in 2017/18 was 74%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 10 percentage points. Figures for 2018/19 will be available from March 2020.
CHS/ATT/12	Average Complementary Tariff (S4)				304	311	311	Not applicable	
CHS/ATT/13	Average Complementary Tariff (S5)				563	546	546	Not applicable	












Priority Strategic Priority 3: Tackling inequality, ensuring opportunities for all									
Code	Short Name	Status	Short Term Trend	Long Term Trend	2017/18	2018/19	Current Value	Current Target	Latest Note
					Value	Value			
CHS/ATT/07	Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those				40%	Not available	40%	36%	The size of the gap between pupils living in most and least deprived areas has increased marginally in the 2017/18 leavers cohort. This is due to particularly strong attainment of pupils living in the

	from the 70% least SIMD deprived Renfrewshire areas.								least deprived areas in the 2017/18 leavers cohort. Figures for 2018/19 will be available from March 2020.
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)				203	Not available	203	249	The average total tariff of school leavers that are looked after decreased in 2017/18 to 203. 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. However, the trend over 5 years has seen a gradual decrease in the total average tariff. Figures for 2018/19 will be available from March 2020.
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort				79%	Not available	79%	72.5%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2017/18 to 79%. This was due to a decrease in the average total tariff of looked after pupils and an increase in the average total tariff of the general cohort. 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. Figures for 2018/19 will be available from March 2020.
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)				11	Not available	11	12	The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas has continued to decrease. The reduction in the gap has occurred due to attainment of pupils living in SIMD deciles 1 to 3 increasing at a higher rate than pupils living in SIMD deciles 4 to 10. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.
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)				10	Not available	10	11	The percentage point gap between the attainment in numeracy of pupils living in the most and least deprived areas has continued to decrease. The reduction in the gap has occurred due to attainment of pupils living in SIMD deciles 1 to 3 increasing at a higher rate than pupils living in SIMD deciles 4 to 10. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.




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				17	Not available	17	20	The percentage point gap between the attainment in literacy 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. Figures for 2018/19 will be available in December 2019.
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				16	Not available	16	16	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. Figures for 2018/19 will be available in December 2019.
CHS/SCH/07	% of children attending school (Primary)				95%	94.9%	94.9%	94.9%	Renfrewshire continues to maintain a high level of attendance in the primary sector. National comparator data for attendance is compiled biennially and will next be published in December 2019. Previous performance has been in line with or above the national average.
CHS/SCH/08	% of children attending school (Secondary)				90.3%	90.3%	90.3%	90.3%	Attendance levels in secondary schools has been consistent for several years and has been above the national average. National data on attendance is compiled biennially and will next be published in December 2019.
CHS/SCH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				94%	92%	92%	88%	The percentage of pupils staying on to 5th year remains above target. There has been a slight decrease in the stay-on rate. Figures for post-school destinations for the 2018/19 leavers is not yet available but local information suggests an increase in the number of young people moving on to apprenticeships after school, which may account for this shift.
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				70.4%	69.7%	69.7%	66%	The percentage of pupils staying on to 6th year is relatively stable, and the long-term trend shows a steady rise in the stay-on rate. Renfrewshire has

									above average stay-on rates and has been improving with regard to the number of school leavers in positive post-school destinations, suggesting that pupils in the senior phase are pursuing a number of options.
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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	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
CHS/PD/01	% of School leavers in a positive destination				Not measured for Quarters				Not measured	93.1%	95%	The percentage of 2017/18 leavers entering a positive destination is consistent with previous years at 93.1%. This represents a gradual increasing trend over 3 years. Renfrewshire

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
									for Quarters			remains behind national and the virtual comparator in this measure. The majority of school leavers went into higher education. The figure this year was 43%, above the national average of 41%. A further 25% of leavers went to further education and 22% went into employment.
















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










Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				83%	71%	73%	71%	63%	63%	72%	Performance has reduced this quarter and has not met target set. All attempts are made to complete orders within the timescale. Hours imposed have increased by 100% since 2011/12 and timescales for completion have reduced significantly. Where timescales cannot be met due to service user issues (such as ill health), or service capacity, then extensions are sought from the court to enable completion of orders, however they are not always actioned. During this period staff sickness has impacted upon capacity. Of those not completing in time this relates to 19 cases, 10% of these individuals were sentenced to a custodial sentence during their order. 47% completed within 4 weeks of the required date.
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new				78%	74%	83%	78%	74%	74%	85%	Performance does not meet the target set, despite focus on this area. Appointments are

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
	supervision order seen by a supervising officer within 1 week											arranged at the point of the court assessment and are included within the court report. They are set for within 7 working days unless there are unusual circumstances e.g. client in custody, employment circumstances. Attendance is then dependent upon service user compliance; of the 19 people not seen within target 47% failed to attend and 5% were in custody.
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				69%	70%	72%	68%	71%	71%	70%	Performance continues to exceed the increased target set reflecting a new system and focus on this initial engagement. All attempts are made to engage with those individuals where CJSWRs are undertaken and thus the service is aware of the possibility of an order. Growing numbers of individuals have no assessment prior to their court appearance and are thus unaware of reporting timescales, approx. 62% in this time period. Also 52% of those who were not seen within 1 day were sentenced at another court, thus resulting in delays as our court service cannot attempt to engage with them.
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				70%	72%	76%	73%	73%	73%	75%	Performance is below the increased target set. Processes ensure that new unpaid work service users, that we are aware of, are scheduled to meet their supervising officers within 24 hours of court and receive their initial induction that day. They then attend for a more in depth health and safety induction within 5 working days of court. 44% of those not meeting the target failed to attend appointments. Increasing numbers of service users receive orders without court reports being undertaken, thus meeting the range of required deadlines is dependent upon the timescales of orders from court and the ability to engage with the individual as early as













Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
												possible. In this period 26% of orders were imposed at an external court, thus the opportunity for early engagement and meeting all targets is limited.
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				63%	70%	69%	73%	69%	69%	50%	Performance continues to exceed target set. All attempts are made to engage with individuals and ensure that they commence work which is safe for the community, themselves and staff supervising them. A new and more intensive health and safety induction process has been created, which is the first day that the individual is attending work. These occur twice weekly to ensure that service users attend within 7 days. Where orders are imposed without social work reports, and there are delays with information being passed to Renfrewshire, delays can occur in initial contact which then impact upon the range of initial contacts. This is also reliant upon client compliance with failure to attend relating to 42% of orders during this period.
CHS/CPR/01	Percentage of children registered in this period who have previously been on the Child Protection Register				36%	16%	22%	24%	34%	34%	Not applicable	The percentage of children registered this quarter who have been previously placed on the Child Protection Register has increased from 24% in Q4 of 2018/19 to 34% in Q1 of 2019/20. In Q4 of 18/19, there were 49 children placed on the Child Protection Register, of which 12 children from 6 families had previously been registered. In Q1 of 19/20, there were 29 children placed on the Child Protection Register, of which 10 children from 7 families had previously been registered. In effect there was an increase of 1 family re-registered in Q1 of 19/20 when compared to the number of families re-registered in Q4 of 2018/19.

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
CHS/EY/02	% of entitled 2 year olds accessing 600 hours of early learning and childcare				47%	60%	55%	62%	70%	70%	60%	The increase is due to the March intake of 2 year olds.
CHS/LGBF/01	Percentage of Looked After Children cared for in the community				92%	92%	92%	92%	92%	92%	89.9%	The percentage of looked after children cared for in the community has remained stable at 92% in Q1 of 2019/20. Please note, this indicator is also reported annually and the figure for the annual figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The last data published for this indicator is for 17/18 and the 18/19 data is not expected to be published until March 2020 at the earliest. The percentage of looked after children cared for in the community in Renfrewshire in 2017/18 was 93% and above the Scotland average of 90%.
CHS/EY/01	% of 3 and 4 year olds accessing 600 hours of early learning and childcare				97%	75%	87%	93%	94%	94%	96.4%	The figure is higher than Q4 as children join throughout the year. Of the children that are entitled to an Early Learning and Childcare place 100% who applied were offered a place.
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days				100%	82%	84%	80%	86%	86%	100%	There were 14 new home supervision requirements in Q1 of 2019/20 and the first visit was carried out within 15 days for 12 of these cases. Of the 2 visits not completed on time, 1 was due to a service issue which has been addressed and the other was due to the family not making themselves available.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				80%	80%	80%	81%	81%	81%	83%	The percentage of children looked after and accommodated with families has remained at 81% in Q1 of 2019/20 and continues to be below the target of 83%. We will always aim to

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
												place children within families where it is appropriate to do so. There will be reasons why a small number of children cannot be safely placed with a family and must be placed in an another setting. This is always discussed with the Children Services Manager or Head of Service and is not a decision that is taken lightly.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				47%	53%	49%	51%	51%	51%	51%	The target has been increased for 2019/20 and performance continues to meet this target. This reflects the focus the Throughcare team has on supporting care leavers into employment and education.
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				7%	3%	2%	1%	3%	1%	0%	There has been a slight increase in this figure from 1% to 3%. This remains a relatively low figure and equates to four young people aged between 18 and 25. There are continued efforts to improve tenancy sustainment and avoid homelessness.
RCPC/01	Number of children on the Child Protection Register at quarter end date				91	95	99	91	77	77	Not applicable	There were 77 children on the Child Protection Register as at the reporting period end date in Q1 of 2019/20, compared to 91 children as at the reporting end period date in Q4 of 2018/19. During Q1, there were 29 children newly registered and 43 children de-registered.

Priority Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
CHS/CORP/01	% of complaints responded to within timescales agreed with customers				95%	87%	88%	96%	96%	96%	100%	112 complaints were received by Children's Services in Q1 of 2019/20. 108 complaints were in relation to education services, with 91 of these being dealt with by schools at frontline resolution stage. 4 complaints were in relation to social work services.
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services				96%	92%	98%	99%	88%	88%	100%	In quarter 1 of 2019/20 the service responded to 88% of Freedom of Information requests within the timescale. This equates to 8 late responses to the 67 requests dealt with in the quarter. These 8 were more complex requests that required information from a range of sources.
CHS/SCH/04	Percentage of parents satisfied with establishments Education Scotland Survey				Not measured for Quarters				Not measured for Quarters	85%	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 2018/19 are St Andrew's Academy, Renfrew High, St Fergus' Primary, St Catherine's Primary, Paisley Grammar and St Anthony's Primary. During 2018/19, 37 parents responding from these 6 schools (which have a combined role in excess of 3,500 pupils) indicated that they were not satisfied.
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey				Not measured for Quarters				Not measured for Quarters	82.4%	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 2018/19 are St Andrew's Academy, Renfrew High, St Fergus' Primary, St Catherine's Primary and St Anthony's Primary. This measure does not take into account other statements which cover the broader aspects of school life, such as

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Current Value	Current Target	Latest Note
					Value	Value	Value	Value	Value			
												pastoral care, extracurricular activities, and the relationships between pupils and staff.

To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

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

1. Summary

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

2. Recommendations

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

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 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/KO
9 October 2019*

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Achieving Equity and
Excellence in Renfrewshire



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Introduction

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

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

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

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

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



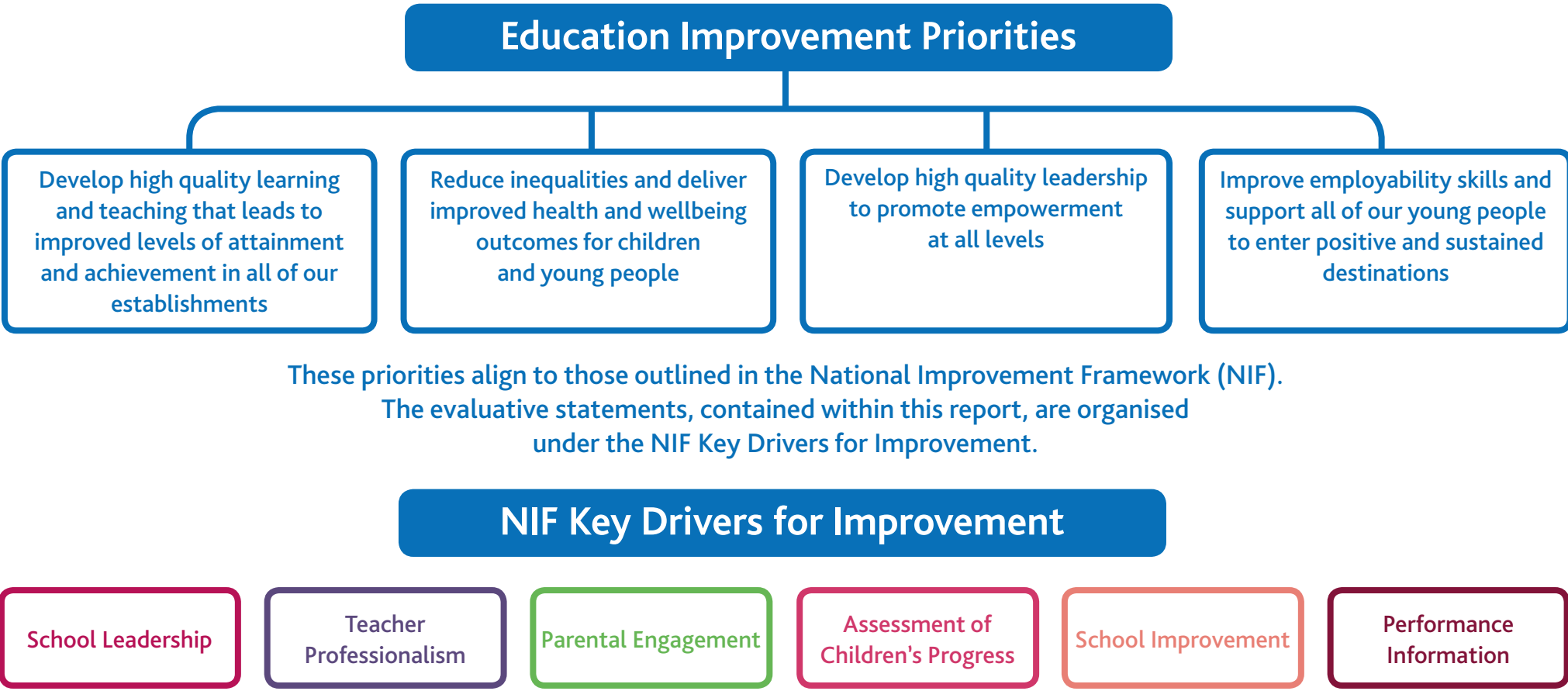
Councillor Jim Paterson
Convener Education
and Children's Services



Steven Quinn
Director Children's Services

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

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



Local Context

27,000

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

11 secondary schools

2 schools for children and young people with additional support needs

11 early learning and childcare centres

3,100

full time equivalent staff

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

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

Scottish Index of Multiple Deprivation (SIMD)

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

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

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

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



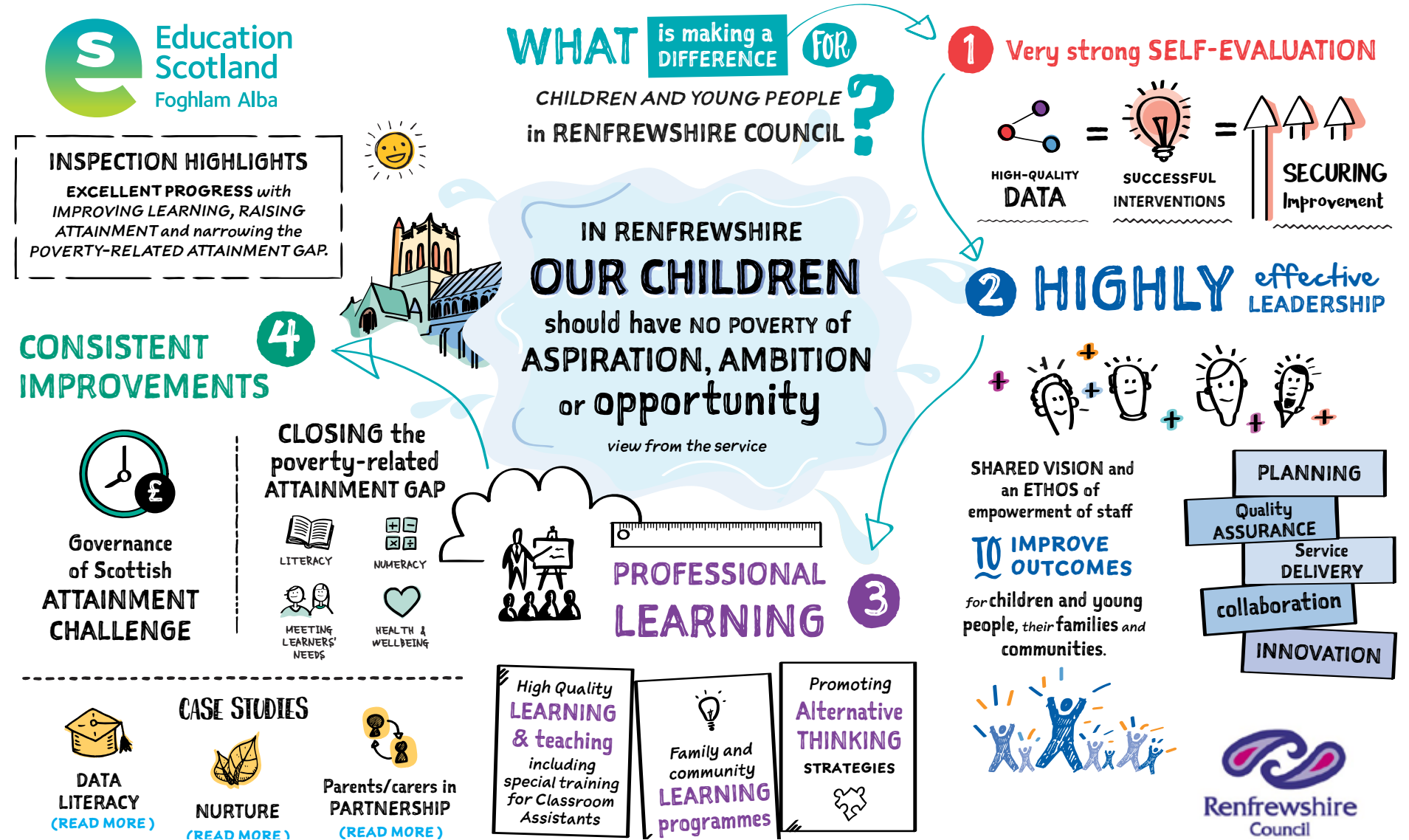
Education Scotland Inspection of Local Authorities

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

Strengths

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

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



Attainment Challenge Team

Winners of the Chief Executive's Award 2018



Sharing Good Practice —some examples

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

Renfrewshire Literacy Approach

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

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



Partnership with Stanford University

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

Renfrewshire's Nurturing Relationships Approach (RNRA)

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

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

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

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





Pizza Family Learning

Scottish Learning Partnership Good Practice Award

St. David's Primary School

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

St Anthony's Primary School

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

Early Level Learning Festival

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



Cultural showcase

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



Todholm Primary School

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

Education Scotland—Thematic Inspection of Readiness for Empowerment

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

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

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

Learning, Teaching & Assessment



3.5

4.3

Leadership of Change



3.7

5.0

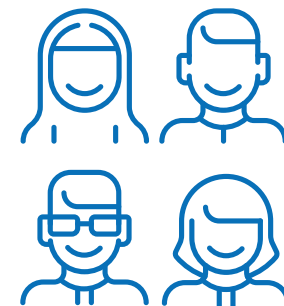
Raising Attainment & Achievement



3.5

4.3

Ensuring Wellbeing, Equality & Inclusion



3.9

4.7

Pupil Equity Funding (PEF)

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

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

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

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

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

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

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

Education Scotland Inspection Report February 2019

How well did we do?

How well did we do?

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

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

NIF Key Drivers for Improvement



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

Education Scotland Inspection Report February 2019

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

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

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

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

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

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

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

Supporting young people to develop leadership skills

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

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

Youth Voice

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

Next Steps

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

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

"I have learned not to doubt myself, have self-belief and not to say, I can't."

young person

Teacher Professionalism

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

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

Education Scotland Inspection Report February 2019

Literacy and Numeracy

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

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

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

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

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

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

Teacher Professionalism

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

Health and Wellbeing (HWB)

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

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

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

Teacher

“Nurture is looking after people and learning.”

Pupil

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

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

Pupil

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

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

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

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

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

Newly Qualified Teachers

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

Language Learning in Scotland: A 1+2 Approach

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

Exploring Pedagogy in Primary 1

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

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

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

Next Steps

- Provide high quality professional learning for staff at all levels with a particular focus on literacy and numeracy
- Develop and strengthen our partnership with The Winning Scotland Foundation and Stanford University in the field of Mathematical Mindsets
- Support targeted groups of children and young people to improve digital literacy and information literacy skills via the school libraries attainment team
- Continue to develop Renfrewshire's Nurturing Relationships Approach (RNRA); extending to the Flexible Learning Continuum; Early Learning and Childcare Centres (ELCC) and Partner providers; and further developing trauma-informed practice within RNRA (Educational Psychology Service [EPS])
- Introduce an RNRA accreditation framework (EPS)
- Implement Education Scotland's "Connected Compassionate Classroom Curriculum" (EPS)
- Develop a Renfrewshire delivery model for mental health, in partnership with EPS and NHS partners
- Provide high quality professional learning and resources, to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing. This includes areas that can impact on mental health e.g. LGBTI, substance misuse, understanding self-harm and suicide
- Support schools to develop the emotional literacy of children and young people across all sectors through high quality professional learning and evidence-based resources and approaches
- Develop a 'Framework for Personal and Social Education in Renfrewshire', in collaboration with teachers, Renfrewshire Youth Services and Education Scotland
- Support development of a second language (L2) and a third language (L3) in targeted school clusters through: employing language assistants and educational trainees; revision training; and provision of access to funding to support effective cluster-based initiatives
- Extend the 'Exploring Pedagogy in Primary 1' training to include almost all primary schools. Provide professional learning for the EY teaching team to ensure sustainability of the approach across schools

Parental Engagement

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

Education Scotland Inspection Report February 2019

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

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

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

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

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

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

Parent

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

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

Parent

Parental Engagement

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

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

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

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

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

Next Steps

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

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

Assessment of Children’s Progress

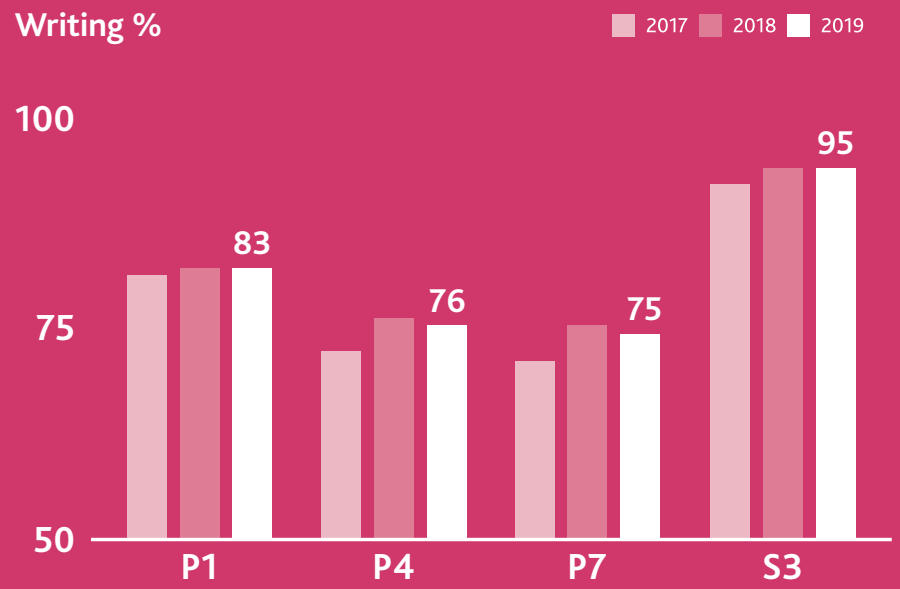
BGE Attainment

P1–S3

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

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

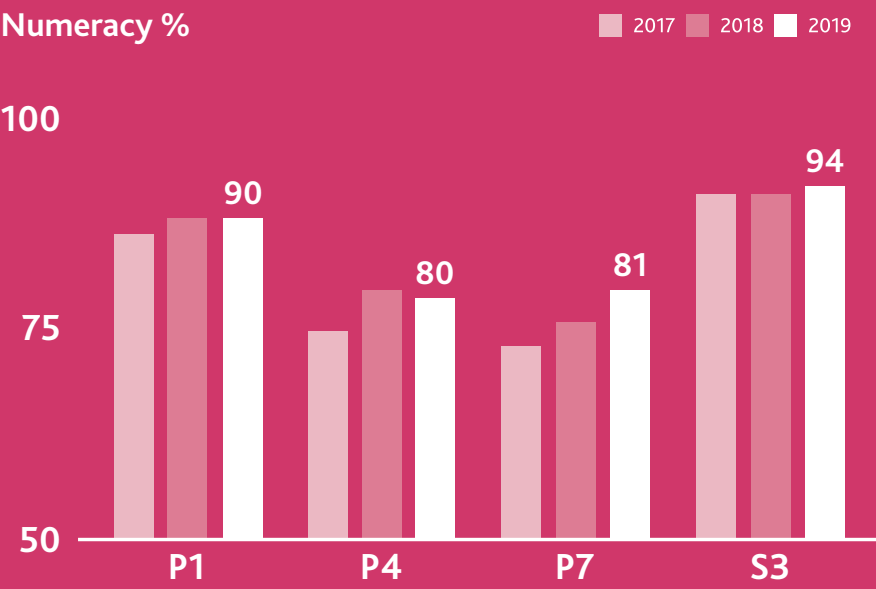
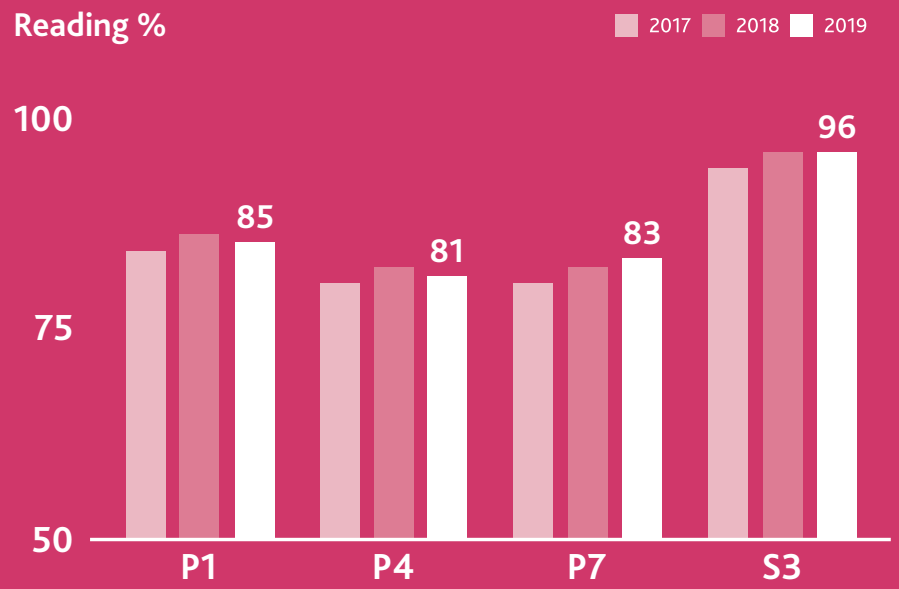
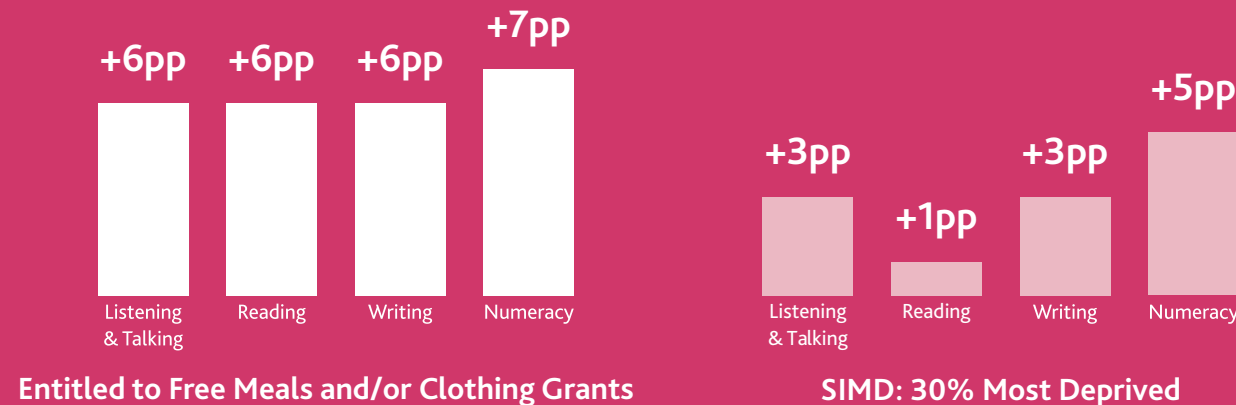
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Attainment Gaps: Teacher Judgements

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

Attainment of most deprived pupils continues to increase

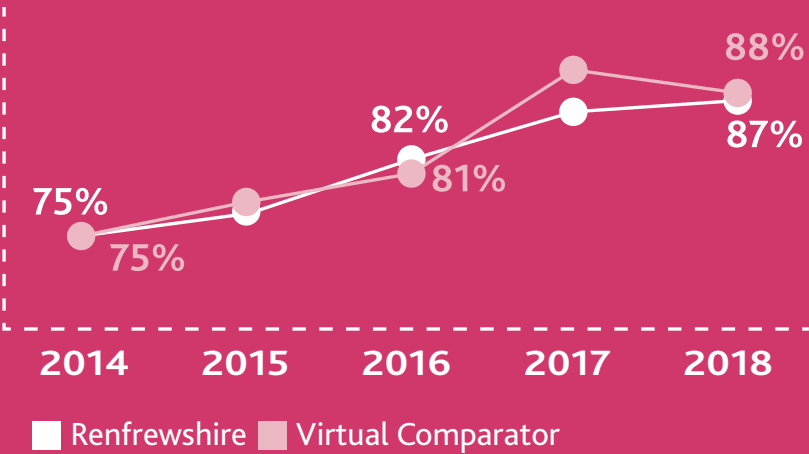


School Leavers

S4–S6

% Leavers Achieved Level 5 Literacy

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

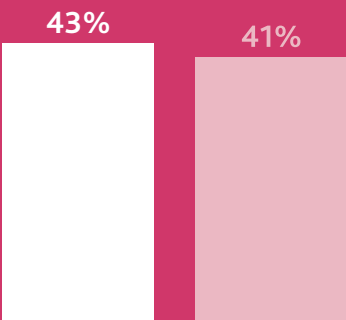


93% of 2017/18
school leavers
went on to positive
desinatons



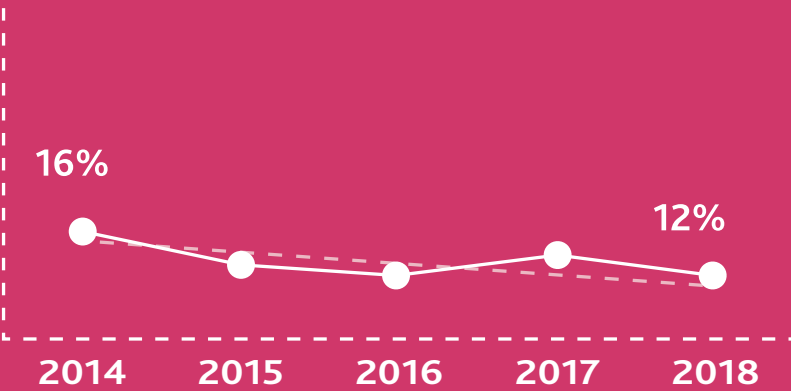
% of 2017/18
school leavers
entering Higher
Education

Renfrewshire
National

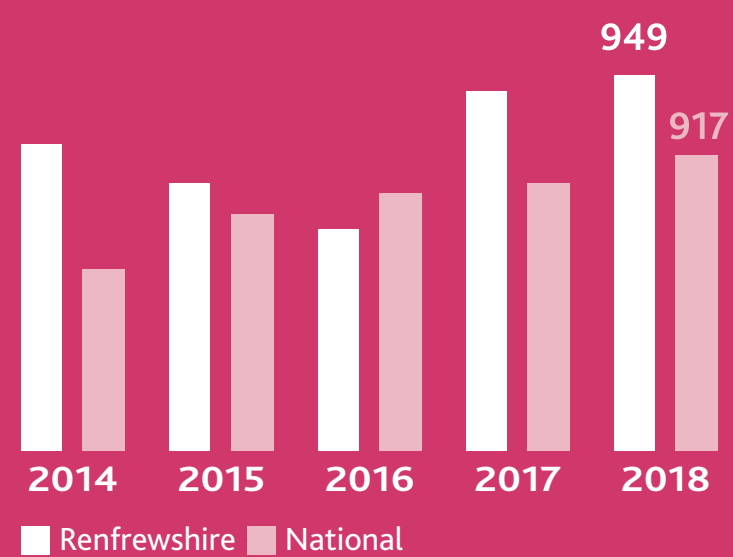


% Leavers with Attainment
at SCQF Level 5 or better

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



Average Total Tariff–All Leavers



Assessment and Moderation

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

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

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

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

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

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

Supporting Inclusion of vulnerable Children and Young People

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

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

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

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

Counselling services

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

Care Experienced Children and Young People

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

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

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

Next Steps

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

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

School Improvement

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

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

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

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

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

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

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

Education Scotland Inspection Report February 2019

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

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

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

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

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

School improvement planning is done in collaboration with teachers and parents

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

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

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

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

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

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

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

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

Improve employability skills and support

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

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

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

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

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

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

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

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

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

School Estate Management Plan

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

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

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

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

Partnership with Glasgow School of Art

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

Next Steps

- Further develop the QIF, in response to feedback, to promote empowerment and even greater collaboration between establishments
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire
- Extend partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report
- Further develop the curriculum, and the opportunities for accredited personal achievement, to maximise school leavers' skills and abilities to meet the needs of employers
- Support schools to deliver a Senior Phase which ensures appropriate pathways for young people including further roll out of the model of joint school and college based vocational delivery and further refinement of consortium arrangements

- Further strengthen our partnership working with Skills Development Scotland and Economic Development to maximise opportunities and support for school leavers
- Ensure that we have agreed expectations in terms of how all schools support young people into positive and sustained destinations
- Work in partnership with Cairellot, an early learning and childcare provider, to deliver an SQA course for young people in the senior phase
- Support schools to ensure that skills are a key element of learning and teaching in line with the Career Education Standard 3-18
- Develop a bespoke Science, Technology, Engineering, Maths (STEM) action plan for Renfrewshire schools to align with the West Partnership strategic STEM group recommendations
- Develop a partnership with the Science Centre to support teaching STEM in primary
- Support the partnership between Glasgow School of Art (GSA) and Castlehead High School to develop creative approaches to delivering the curriculum



Performance Information

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

Education Scotland Inspection Report February 2019

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

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

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

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

Education Scotland Inspection Report February 2019

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

Performance Information

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

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

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

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

Next Steps

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



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Education Improvement Plan

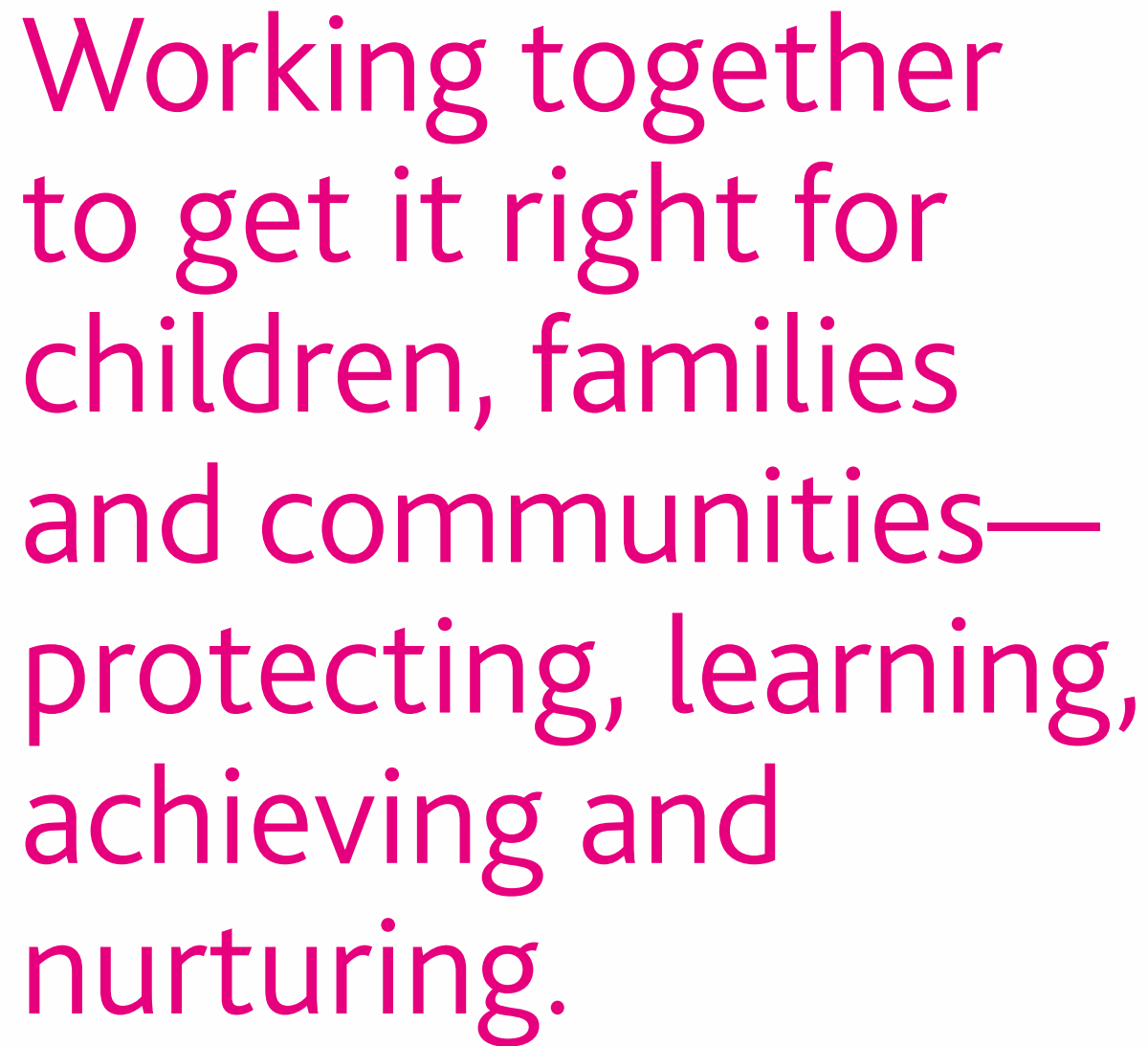
2019/20





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

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

Introduction

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

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

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

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

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

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



Councillor Jim Paterson

Convener Education
and Children's Services



Steven Quinn

Director Children's Services

Renfrewshire's Council Plan 2017–2027

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

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all to enjoy

Working together to improve outcomes

Children's Services Vision

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

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

Education Improvement Plan Priorities

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

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

Develop high quality leadership to promote empowerment at all levels

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





PRIORITY

1

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

What are we going to do?

- **School Improvement**

- **Assessment of Children's Progress**

- **Teacher Professionalism**

- **Performance Information**

- Support establishments to narrow the attainment gap for disadvantaged groups
- Provide enhanced support to care experienced children and young people through an intensive family supports service, leadership development and a bespoke attainment mentoring programme
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire
- Develop an Early Years model for tracking, monitoring and profiling children's progress in learning
- Further develop the Quality Improvement Framework to promote empowerment and greater collaboration between establishments

- Support and improve approaches to assessment and moderation to improve practitioner skills in planning and assessment with an increased focus on Early Years and Secondary sectors
- Provide high quality professional learning for staff at all levels with a particular focus on literacy and numeracy
- Develop and strengthen our partnership with The Winning Scotland Foundation and Stanford University in the field of Mathematical Mindsets
- Support all establishments to become data literate to improve learning and teaching. Provide support in using Renfrewshire bespoke monitoring and tracking tool as well as Insight and BGE tool
- Support targeted children and young people at key transitions to close the attainment and achievement gap

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

What is the expected impact?



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

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

How will we measure this?

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



PRIORITY

2

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

What are we going to do?

• Teacher Professionalism

• Parental Engagement

• Assessment of Children's Progress

• School Improvement

- Continue to develop whole-school Renfrewshire's Nurturing Relationships Approach (RNRA) and extend to Early Learning and Childcare Centres (ELCC) and Partner providers. Introduce an RNRA accreditation framework (Educational Psychology Service [EPS])
- Implement Education Scotland's "Connected Compassionate Classroom Curriculum" (EPS)
- Provide high quality professional learning and resources to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing
- Develop a Renfrewshire delivery model for mental health in partnership with EPS and NHS partners
- Support schools to develop the emotional literacy of children and young people in primary and targeted secondaries through high quality professional learning and evidence-based approaches
- Implement the national Health and Wellbeing census and collaborate with the West Partnership to use the results to inform improvement
- Develop a 'Framework for Personal and Social Education in Renfrewshire' in collaboration with teachers, Renfrewshire Youth Voice, Youth Services and Education Scotland
- Continue to coordinate the delivery of counselling services across all secondary schools and targeted primary schools
- Encourage and support active collaboration and engagement with parents and families to support their child's learning. Launch and roll out Renfrewshire's new parental engagement strategy
- Progress the review of Additional Support Needs (ASN) and roll out Locality Inclusion Support Networks (LISN)
- Update Physical Intervention policy in line with national guidance and implement agreed accredited model of staff training

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

What is the expected impact?



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

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

How will we measure this?

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



PRIORITY

3

Develop high quality leadership
to promote empowerment all levels

What are we going to do?

- **School Leadership**

- **Teacher Professionalism**

- **Assessment of Children's Progress**

- **School Improvement**

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

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

What is the expected impact?



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



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

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

How will we measure this?

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



PRIORITY

4

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

What are we going to do?

- **School Improvement**

- **Assessment of Children's Progress**

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

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

What is the expected impact?



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



How will we measure this?

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



For further information, please contact

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To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

Heading: West Partnership Regional Improvement Plan 2019/22 and Evaluation of Regional Improvement Plan

1. Summary

- 1.1. This board report summaries the West Partnership Regional Improvement Plan 2019/22 as detailed in appendix 1.
 - 1.2. The plan sets out the structure, governance and vision of the West Partnership. The plan also provides detailed action plans for each of the West Partnership workstreams. The workstreams are: Curriculum, Health and Wellbeing, Leadership, Systems Improvement, Families and Communities, Collaborative Learning Networks, Career Long Professional Learning and Evaluating and Reporting.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to note the content of the West Partnership Improvement Plan.
-

3. Background

- 3.1. The West Partnership was established in 2017 and includes eight authorities. These are East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire,
- 3.2. Equity, Excellence and Empowerment is the driving vision for everyone in the West Partnership. By focusing on these three areas the West Partnership aims to bring about continued improvement. The work carried out by the partnership is designed to complement and add value to existing work that is taking place in each of the local authorities.

- 3.3. The West Partnership reflected on the initial programme of the last year and from this reviewed and refined their priorities for improvement.
 - 3.4. The attached improvement plan was presented to the Glasgow City Region Education Committee on 27th August where it has been approved.
 - 3.5. The plan has also been submitted to Education Scotland.
-

4. Progress

- 4.1. The West Partnership has made very good progress and this progress is detailed in the evaluation report attached as appendix 2.
- 4.2. With regards to the plan for 2019/22, 8 workstreams will deliver an agreed action plan. This section will summarise the main action for each workstreams.
- 4.3. Collaborative Learning Networks: The workstream will establish a systematic approach to build upon and roll out collaborative working to embed robust processes that will lead to high quality and sustainable practices across the West Partnership.
- 4.4. Families and Communities: Develop best practices which support families living in poverty, build community capacity, increase parental engagement and improve equity. Provide a forum to empower children and young people to participate in the West Partnership.
- 4.5. Curriculum: The workstream will grow a learning system, establish self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. The workstream will further support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and leads to improved outcomes.
- 4.6. Health and Wellbeing: Share best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people. To examine the results of the national health and wellbeing survey to identify and explore areas of common need.
- 4.7. Leadership: Ensure that senior leaders across the RIC are well informed of evolving career pathways and opportunities for leadership. To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.
- 4.8. Systems Improvement: The workstream will identify, share and develop best practices in quality improvement across the West Partnership.
- 4.9. Evaluating and Reporting: Support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan. Support the West Partnership to demonstrate coordinated and collective impact and support other workstreams with data analysis and use of data and information.

- 4.10. Career Long Professional Learning: The workstream will support the development of learning networks by facilitating collaborative events and professional development opportunities.
-

Implications of this report

- 1. Financial**
Resources are provided by the RIC to cover the cost of staff time given up to support the RIC.
- 2. HR and Organisational Development**
Resources are provided by the RIC to cover the cost of staff time given up to support the RIC.
- 3. Community/Council Planning**

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**

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/KO

23/9/19

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

WEST PARTNERSHIP

2019/22

REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT

SHIFTING THE OWNERSHIP OF CHANGE



GLASGOW
CITY REGION
Education



Foreword

As Convenor of the Glasgow City Region Education Committee, I am pleased to present the West Partnership's Regional Improvement Plan 2019 – 2022.

The West Partnership draws together the eight high-performing partner authorities of the City Region, collectively coming together to both enhance and support our existing work across education improvement and, explore where we can work collaboratively to find new ways to benefit all of our region's children and young learners.

This latest plan, spanning from 2019-22, builds on the progress and successes we've achieved together so far. In a few short years we have embarked on a number of ambitious programmes and pilots, already seeing much of it start to pay off. Whilst we recognise that it will take time for us to truly be able to demonstrate our impact, what is clear is that, through working collegiately, staff from a range of different roles and sectors throughout the region have been able to benefit which, ultimately, is helping everyone to improve practice across our schools and early years centres.

Our scale as well as our diversity present unique challenges that we have to face and seek to overcome if we are to continue to succeed. There's no 'one size fits all' approach when it comes to improvement but, crucially, we have equally been working to establish where the common ground does exist, even across vastly different schools.

Crucially, it is this spirit of collaboration that will ensure we continue to succeed – delivering a bottom up approach to ensure that we truly do shift the ownership of change to those on the frontline of service delivery.

Equity, Excellence and Empowerment is, and will remain, 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, and grasp the opportunity to truly transform education across the entire region.

We have always been clear that the development of the West Partnership remains a journey, one which will continue to evolve with every step that we take. This Regional Improvement Plan sets out the next stage of this journey – providing for an ambitious, evidence-based set of aims and actions, delivered collaboratively across and within all eight partner authorities. I am proud to present it.



Councillor

Jim Paterson

**Convenor
West Partnership**

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Introduction

I am pleased to introduce the Regional Improvement Plan 2019/22, setting out the ambitions we have for driving improvement across the eight partner authorities which, together, form the West Partnership.

From our establishment in 2017, we have sought to build on the successes of each of the partners, eight high performing, ambitious Councils, by complementing and, where possible, enhancing these individual efforts. We have been clear from the beginning: the West Partnership sits alongside our individual authorities, as a partner, not as a replacement. Each individual authority continues to be the primary driver of improvement but, where we can make a greater impact on our stakeholders by working together, we will choose to do so.

As the West Partnership evolves, we continue to work with national agencies to rethink and reshape roles and responsibilities to enhance arrangements to drive improvements both within and across local authorities.

Last year we set out our vision of Equity, Excellence and Empowerment across the eight partners and set out an ambitious, action-focused plan that would see us deliver on this. By seeking to work collaboratively, drawing on the expertise, skills and experience from across our region, we sought opportunities to learn from one another, at all levels, and aspire to do the best we can for the learners we work with. The further development of our learning system is central to achieving our vision, establishing a culture where we can foster collaboration at all levels. We will achieve this by building collective agency across our local authorities and shifting the ownership of change to those who are best placed to lead it.

Across all of our individual workstreams, we have sought to increase our reach, engaging with more staff through a range of different actions. But we want to continue to grow to ensure that, collaboratively, we can continue to achieve success and drive improvement.

Even in the short time we have been in existence, we have demonstrated the impact we can have. The report on our activity from 2018/19 demonstrates that, although we have

a long way to go, we are already impacting on classroom practices.

It remains too early for us to definitively attribute successes across each of our partners to the work we carry out collaboratively. This remains a challenge and one that we are seeking to tackle through the expansion of our Evaluating and Reporting Group. Collectively we face continued challenges and we must recognise the value that collaboration can bring – ensuring that through partnership working and collegiality we are stronger than individual authorities.

Nationally and internationally, research has demonstrated the impact collaboration can have. The highly successful Education Scotland [School Improvement Partnership Programme](#) demonstrated that when improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals, learners are more engaged in their learning and increases in their attainment can be realised.

Our children and young people are at the centre of everything we do. 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 across our partnership. Drawing on each other, building a team of all the talents gives us real opportunities to reach beyond what we already do, enhance our existing work and continue to improve outcomes for all of our children and young people.



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 where we work collaboratively across the eight partners to continually improve learning experiences and increase attainment for every learner across the region.

Over the last year, following the publication of our previous Regional Improvement Plan, we have sought to put in place the systems and frameworks to help us deliver on this vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

But we know that improvement isn't just something we can drive from the centre.

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). Empowerment is the way in which we believe we can shift the ownership of change and enable our staff to take collective action to deliver on this.

As the largest of the Regional Improvement Collaboratives, working with approximately one third of all Scotland's school population, if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. We will ensure that every stakeholder is empowered to achieve the changes they need to make to address the needs of each individual learner, devise experiences which will engage them and support them to lead their own learning, and, of course, to improve their sense of achievement and attainment. To do this we have a long term aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through professional learning.

We hear a great deal about teacher agency where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues. 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. Therefore, our purpose will continue to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

Each of the workstream's action plans outlined later in this document has a clear link to our vision, clearly identifying how, through their actions, they will contribute to achieving Equity, Excellence and Empowerment.

While the workstreams capture many of the key actions being taken forward to bring about improvement, the plan does not attempt to detail every aspect of collaboration across the partnership. Other areas of work such as shared professional learning for STEM are also well underway.

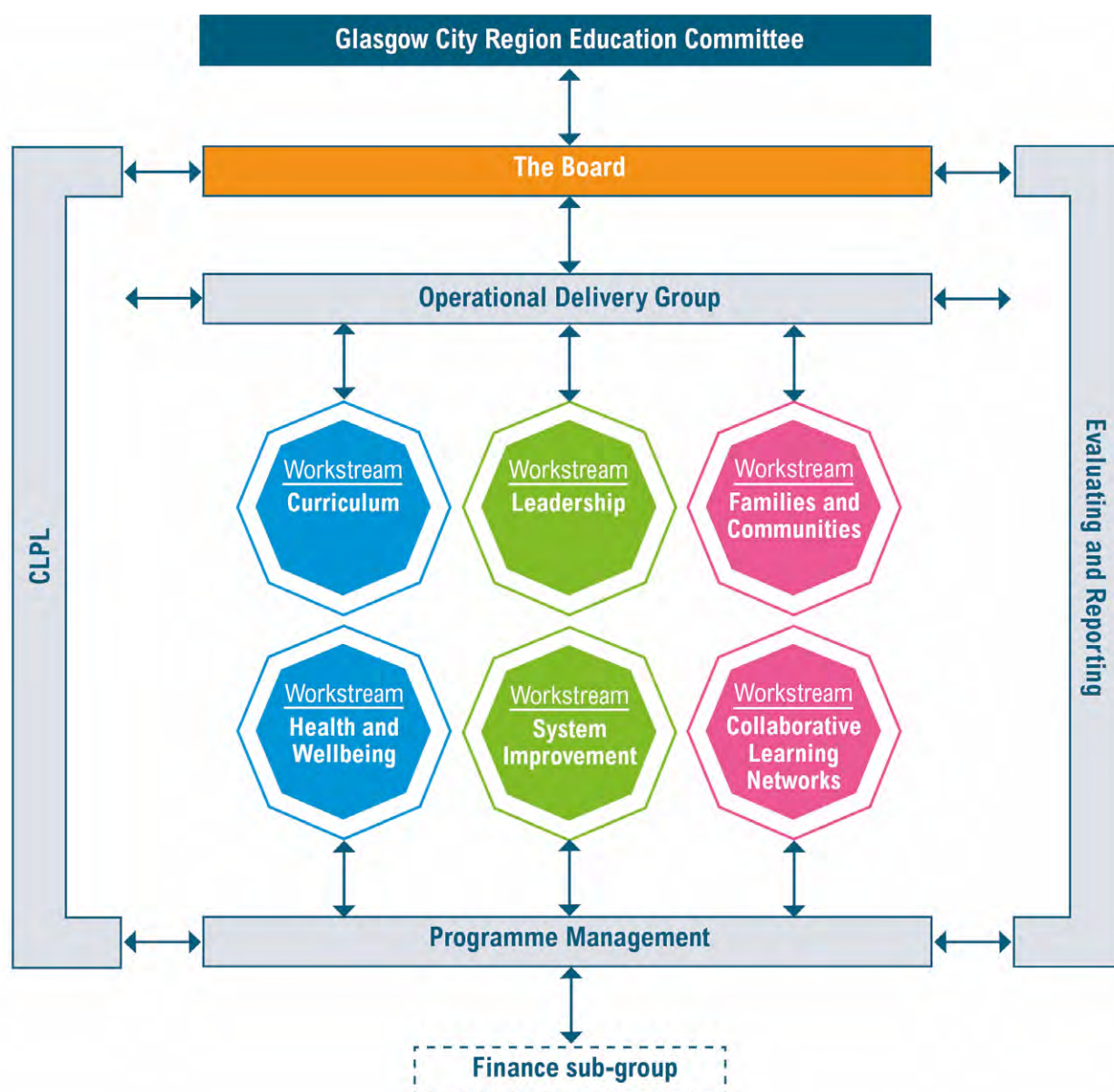
Governance and Operational Structure

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 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 newly 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 partner authorities, as follows:

- East Dunbartonshire Council
Councillor Jim Goodall
- East Renfrewshire Council
Councillor Paul O'Kane
- Glasgow City Council
Councillor Chris Cunningham
- Inverclyde Council
Councillor Jim Clocherty
- North Lanarkshire Council
Councillor Frank McNally
- Renfrewshire Council
Councillor Jim Paterson (Convener)
- South Lanarkshire Council
Councillor Katy Loudon
- West Dunbartonshire Council
Councillor 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 both a Headteacher representative and Professional Association/Trade Union representative 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, providing 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 Directors of Education/Chief Education Officers 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 professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Each of the Board members sponsors an individual workstream, as detailed as part of this Regional Improvement Plan, with responsibility for the direction and reporting progress with their particular action plan.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the review of the governance and operational structure has led to the development of the Operational Delivery Group, with responsibility for the delivery of the Regional Improvement Plan.

The newly seconded Lead Officers, each with responsibility for workstreams, will work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland will attend 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, there are a number of groups and forums that 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:

- Early Learning and Childcare
- Educational Psychologists
- ASL School Leaders
- Home Education Network
- Community Learning and Development

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 860 education establishments, 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 and have recently had approval for 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.

We have undertaken several consultations, exercises including a fairly significant survey of secondary staff with regards to specialist curriculum networks and we intend/or have already established a number of forums will ensure a level of ongoing consultation with specific stakeholder groups:

- Headteachers (primary, secondary, ASL) and Early Learning and Childcare;
- Professional associations and trade unions;
- Parents and carers; and
- Young people themselves through our ongoing engagement with the MSYPs 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 falls in line 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.

We recognise that communication and engagement is an area which we need to continue to address and are committed to doing so as we develop our systems and continue to evolve.

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. 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 signalled its intention to commission further research to measure the impact of RICs on stakeholders.

Critical Indicators – updated

The work of the West Partnership to grow a learning system involves learning and improvement at school and authority level. This will enhance the work carried out by individual schools, nurseries and local authorities. The high level indicators set out below were previously agreed as the key measures which will allow the Partnership to report on the impact of its work with schools. These have been updated with the most recent data. It was agreed that one of the indicators was no longer appropriate and this has been removed from the table below.

Indicators	2016-2017 Baseline %	2017-2018 Value %	2018-2019 Value %	2019-2020 Value %	2020-2021 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	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% 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			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	80	66			75

Plan on a Page

VISION	Equity	Excellence	Empowerment
CULTURE	Shifting the Ownership of Change		
<p>Throughout 2019 – 2022 the West Partnership will build a learning system through:</p> <ul style="list-style-type: none">• The roll out of collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership.• Identifying, sharing and developing best practices which support families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower children and young people to participate in the West Partnership.• Establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.• Designing and delivering a series of conferences/professional learning events for senior and middle managers and class playroom practitioners.• Supporting schools and ELC settings across the region 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.• Sharing 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.• Developing a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system and ensure that senior leaders are well informed of evolving career pathways and opportunities for leadership.• Identifying, sharing and developing best practices in quality improvement across the West Partnership.			



Action Plans

Collaborative Learning Networks

Work Stream Sponsor Mhairi Shaw	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>Throughout 2019-2022 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that will lead to high quality and sustainable practices across the West Partnership</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Support schools and early learning and childcare settings to establish collaborative practices to address common needs which will offer opportunities for establishments to be more outward looking through widening networks across and between local authorities. 2. Consider opportunities to make similar offer to secondary school curriculum specialists. 3. Support schools/staff to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 4. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 5. Develop systematic mechanisms to support and monitor impact of the activity. 6. Issue conditions for change survey and plan actions on basis of results analysis. 7. Issue digital survey to facilitate matching exercise. 8. Organise professional learning events throughout 2019 - 2022. Organise sharing the learning event at end of each cohort.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Identify relevant research. • Deliver relevant professional learning. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools • Support the evaluation of impact.

Action Plans

Families and Communities

Work Stream Sponsor Ruth Binks	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>To continue to identify, share and develop best practices which support families living in poverty, build community capacity, increase parental engagement and improve equity.</p> <p>Provide a forum to empower children and young people to participate in the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity 	<ol style="list-style-type: none"> Continue to gather existing interventions in family learning, community capacity building and parental engagement across the region, which supports families living in poverty/inequality of outcomes and share best practice. Devise a self-evaluation framework linked to How Good Is Our School?, Learning together, How Good Is Learning and Development In Our Community?, and How Good is our Early Learning and Child Care? Work with NPFS representatives across the region to develop family/community learning and parental engagement. Devise professional learning to support family engagement. The Home Education network will review recent Home Education Guidance from Scottish Government to ensure a more consistent approach, and which meets local contexts, is developed across the West Partnership. Establish appropriate networks for community learning and development (CLD) and schools to link policy, practice and expectations. Support youth voice and participation through the establishment of a youth group made up of MSYPs from each of the Councils. Share progress and early findings from the implementation of Children's Neighbourhoods Scotland.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Plan and deliver CLD network and learning events. Help to provide professional learning for home-school link workers. Support the development of a West Partnership self-evaluation framework, How Good is our Family Learning and Parental Engagement?

Action Plans

Curriculum

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>As part of the West Partnership approach to growing a learning system, establish self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.</p> <p>Support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and leads to improved outcomes.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<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 teacher professional judgements of Curriculum for Excellence levels across the region. 2. Implement an agreed model of subject learning networks for secondary schools to bring about improvement in learning, teaching, assessment and attainment. 3. Support an Additional Support for Learning network to share learning and grow into a self-sustaining system. 4. Support the development of an 'empowering curriculum' across the West Partnership to extend and improve the range of curricular pathways for children and young people by: <ul style="list-style-type: none"> > Utilising the scale and range of schools and early years centres within the West Partnership to establish networks of support for teachers/practitioners and leaders to consider and implement the principles and practice of effective curriculum design. > Working with headteachers and senior leaders to build the curriculum through a self-supporting help group. > Using the scale of the West Partnership to access provision and courses throughout the region to increase curricula choice. > Working to develop Foundation Apprenticeships through sharing experiences, programme provision and understanding across colleges and schools. > Working to implement the Youth Guarantee identified within the Glasgow City Regional Skills Investment Plan to support young people (16-24 years old) into employment, training or education.

Curriculum (continued)

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</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 in QI 2.3 and support practitioners to understand better what highly-effective learning, teaching and assessment looks like. • Share evidence from inspection of highly- effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject learning networks to grow into self-sustaining learning systems. • Support additional support for learning network to grow into a self-sustaining learning system.

Action Plans

Health and Wellbeing

Work Stream Sponsor Derek Brown	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>To share best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people.</p> <p>To examine the results of the national health and wellbeing survey to identify and explore areas of common need.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Map effective and best practice as evidenced by both quantitative and qualitative data, including attendance and exclusion statistics, Education Scotland Inspection reports and SIFs across the West Partnership. 2. Collate national health and wellbeing survey results for West Partnership and analyse for areas of common interest/needs. 3. Work with Education Scotland to increase and share understanding of what excellence looks like in 3.1. 4. Devise a programme of opportunities to share findings and to build collaborative networks to encourage and facilitate professional learning to support all staff.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Increase and share understanding of what excellence looks like in 3.1. • Support the introduction and ongoing facilitation of health and wellbeing collaborative learning networks.

Action Plans

Leadership

Work Stream Sponsor Laura Mason	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To ensure that senior leaders across the RIC are well informed of evolving career pathways and opportunities for leadership.</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 	<ol style="list-style-type: none"> 1. Continue to implement: <ul style="list-style-type: none"> > East Renfrewshire and Glasgow City Council will continue to explore opportunities for teacher exchanges and secondments. > Headteacher support/adviser role across the RIC. 2. Establish working relationship with the West Partnership's key contact from the Professional Learning and Leadership Team in Education Scotland (July 2019). 3. Establish a programme of support for senior leaders across all sectors relating to leadership actions within an empowered system. 4. Establish learning sets across the region. 5. Establish a West Partnership post (secondment) to develop strategies for teachers and leaders from BME backgrounds in response to the report "Diversity in Teaching".
Support Agreed with Education Scotland)	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Facilitation of learning sets across the region.



Action Plans

Systems Improvement

Work Stream Sponsor Maureen McKenna	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To identify, share and develop best practices in quality improvement across the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity Excellence Empowerment 	<ol style="list-style-type: none"> 1. Build on the work already achieved to share best practice in quality improvement across all eight local authorities. 2. Agree with the Senior Regional Advisor from Education Scotland where their staff, including HMI, can add value. 3. Devise a programme of activities to develop practices at senior and middle leadership level in schools and headquarters level in each local authority which will lead to continuous improvement and greater consistency in evaluating education delivery and outcomes. 4. Improving through empowerment. Learners' experiences: Improving the quality and consistency of approaches to observing the learning and teaching processes. This activity involves practical activities and is relevant to everyone who has a responsibility for quality improvement. Initially, this may focus on QIOs and other centrally-based officers but can be extended to include school-based senior and middle management. 5. Evaluative Writing. Developing approaches and skills in evaluative writing. This activity would be relevant to staff who may be commenting on the quality of learning and teaching and for those engaged in writing Standards and Quality Reports (or similar). 6. Analysis of data. This activity could be used to share existing good practice within authorities and also to consider how HMIs use attainment data during inspections and reviews. This activity would be relevant to school-based senior and middle managers. 7. Implement Improving Our Classrooms across the West Partnership for class teachers. 8. Insight learning events for secondary staff for secondary staff. 9. Use of Focus and BGE toolkit for headteachers and deposes. 10. Readiness for inspection for local authority staff.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Deliver evaluative writing. Plan and deliver sessions on improving through empowerment. Use Education Scotland statistical summary report for improvement.

Action Plans

Evaluating and Reporting

Work Stream Sponsor Steven Quinn	Workstream Lead Officer Lauren Johnston
REMIT	ACTION
<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 	<ol style="list-style-type: none"> 1. Data sharing agreement to be finalised. 2. Refine 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. 3. Establish systems for gathering quantitative and qualitative evidence to measure and describe impact of the work in the partnership. 4. Devise a common tool (template) which can be used consistently across workstreams to evaluate, report and communicate progress and impact. 5. Support individual workstreams to define specific indicators aligned to their areas of priority. 6. Implement FOCUS tool across West Partnership. 7. Collate and analyse evaluation responses after learning events and where appropriate communicate effective practice across the partnership community. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Analyse all West Partnership inspection and review reports to 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 Learning Directorate.</p>

Action Plans

CLPL

Work Stream Sponsor Jacqui MacDonald	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To support the development of learning networks by facilitating collaborative events and professional development opportunities.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<p>Support the development of a learning system by:</p> <ul style="list-style-type: none"> • Offering opportunity at all levels to enhance learning networks across the partnership; • Working with all workstreams to support the wider partnership agenda through appropriate CLPL; • Using evidence from stakeholder engagement to enhance existing professional development opportunities; and • Using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners. • Facilitate the delivery of 'major conferences' with a focus on empowering schools to work collaboratively on areas of strength and challenge; • Facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established; • Develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; and • Work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision.
Support Agreed with Education Scotland	<p>Input required from Education Scotland will be dependent on the topics identified as suitable for professional learning from each workstream.</p> <p>Support is also required from Education Scotland events management including procurement in relation to conference organisation.</p>



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WEST PARTNERSHIP

2018/19

EVALUATION OF

REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT

SHIFTING THE OWNERSHIP OF CHANGE



GLASGOW
CITY REGION
Education



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1. Executive Summary

- 1.1. Overall, throughout the last year, the West Partnership has made very good progress implementing the Regional improvement Plan 2018-2021.
- 1.2. During April to June 2019, the West Partnership formally reflected on progress and reviewed and refined the priorities for improvement. Each workstream reviewed progress and identified areas which had gone well and which required further improvement. Through an evaluation process undertaken by the Board changes to the leadership and governance structure were proposed. These were approved by the Regional Education Committee in May 2019.
- 1.3. Very good progress has been made in achieving the actions from the current improvement plan 2018-2021:
 - 94% of actions are either complete, superseded or on track; and
 - 6% are not yet started.
- 1.4. Work towards high level (critical) indicators which were previously identified and enabling the West Partnership to report on the impact of its work with schools have been updated and reviewed. While overall progress is strong, it remains too early to use these critical indicators to comment on the impact of our actions.
- 1.5. The West Partnership action plans indicated the work which the individual workstreams intended to take forward as a collaborative. This document provides a summary of the progress and activities undertaken by each workstream to address priorities identified in the improvement plan. Where possible, qualitative and quantitative evidence demonstrates impact on practitioners and identifies measures of improvement. It is too early for any further evaluation of impact. It is neither an exhaustive summary of the work each workstream has undertaken nor a comprehensive commentary on impact.
- 1.6. Over the first year of the improvement plan, much of the early activities were focused on working with headteachers, depute headteachers, heads of early learning and childcare settings and senior council officers. As the year progressed, more practitioners were included and involved through the assessment and moderation activities, collaborative learning networks and extensive stakeholder consultation to develop proposals for curricular/specialist networks. Harnessing the collective responsibility of staff to shift the ownership of change is central to achieving the ambition for the West Partnership.

1. Executive Summary

- 1.7. Evaluations from all the professional learning across the year demonstrate very positive impacts on staff. Over 1,400 practitioners accessed a range of professional learning provided and delivered by the West Partnership. The impact on staff knowledge, understanding and confidence as a result of their professional learning was evaluated and is now included as a baseline in the list of critical indicators. However it remains too early to attribute success to the work being carried out collaboratively. The West Partnership is establishing a wider range of evaluation approaches, including the involvement of Policy Scotland.
- 1.8. There is early evidence of positive impact on children and young people for example, through their involvement in Upstream Battle.
- 1.9. Extensive stakeholder engagement was carried out by the curricular/specialist network workstream, but more remains to be done to improvement communications and engagement. Plans for the formation of a Youth Forum utilizing the skills and experience of Members of the Scottish Youth Parliament will help ensure the voices of young people are heard.



2. Collaborative Learning Networks

- 2.1. The work of this theme is central to the vision of the West Partnership to build a learning system through empowering staff to build collaborative learning networks to achieve equity and excellence. The vision was developed by the University of Glasgow team with the eight directors/heads of education at the early residential learning event. The ambition focuses on shifting the ownership of change to practitioners in the classroom where the biggest difference to learner experiences and outcomes may be achieved.
- 2.2. Following consultation the Board agree with the recommendation of a West Partnership definition of collaboration, core principles and key characteristics of what successful collaboration looks like. Within the West Partnership we agreed to the following definition. "Collaboration involves working together to understand and improve pedagogy for agreed purposes, which leads to better outcomes, informed by evidence and critical self-reflection". This is now the foundation of much of our work across the partnership.
- 2.3. A number of key learning activities took place. All headteachers and heads of early learning and childcare settings were offered the opportunity to attend workshops and learning events. These were also offered to quality improvement officers and educational psychologists across each of the partner authorities.
- 2.4. Collaborative learning networks were formally launched in May 2019, attended by 40 schools/early learning and childcare (ELC) settings and 80 staff. Sessions led by University of Glasgow and practitioners framed the concept, characteristics, potential of collaborative learning networks to positively impact on learning and teaching. The interactive workshop included practitioners and promoted members of staff from each school participating in the professional learning programme. Schools/ELC have been matched using areas they identified they would like to work with other schools to improve outcomes for children and young people. Schools/ELC included rural schools and a range of primary, secondary and special provision. Initial feedback indicates practitioners are very enthusiastic about the potential these collaborative learning networks will have on improving outcomes for learners. Key facilitators from each local authority, supported by educational psychologists have been identified to work with each network.
- 2.5. The short-term secondment of a primary headteacher, with a strong background in collaborative action research and the School Improvement Partnership Programme, to lead this work from April to June was highly effective. It ensured dedicated time for thinking, planning and working with practitioners. This significantly increased the pace of implementation of the collaborative learning networks. The workstream also benefited from the effective support provided by staff from the University of Glasgow. Input from educational psychologists into this work from across the region has been warmly welcomed by school and ELC staff.

2. Collaborative Learning Networks

- 2.6. A comprehensive plan was agreed by the Board in May 2019 to take these collaborative learning networks forward over the next five years. On an annual basis two new collaborative learning networks will be launched each May and September. With each new cohort being made up from a minimum of 40 school or early learning and childcare setting from across the region. Each cohort will involve a maximum of 100 participants who will be matched into eight to twelve collaborative learning teams.
- 2.7. Feedback from the first Collaborative Learning Network cohort has been very positive. All participants rated the learning events as very good or better and all participants indicated that both their knowledge and confidence increased as a result of attending (rising from 4.00-5.63 (out of 7) and 3.52-5.29 (out of 7) respectively).



3. Empowerment

- 3.1. All of the work being undertaken by workstreams reflect the West Partnership vision of Equity, Excellence and Empowerment. The West Partnership has set an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement (excellence).
- 3.2. Shifting the ownership of change and empowering staff to take collective responsibility to make the difference we want to improving outcomes for children and young people is becoming increasingly embedded within our culture. The West Partnership is providing scaffolding for staff to work together across local authorities to meet their learners' needs and contexts. It is an increasingly powerful and enabling culture in which staff have permission to make decisions and take assessed risks.
- 3.3. Given the overarching nature of this workstream the Board agreed in May 2019 that the theme of empowerment should be embedded further throughout all the work of the West Partnership and that the leadership workstream will take forward specific work linked to national developments. This was subsequently approved by the Regional Education Committee.



4. Career-long Professional Learning

- 4.1. Over the past year, the work of the steering group focused on working with Education Scotland and Scottish Government to deliver West Partnership conferences for headteachers and heads of early learning and childcare settings. Due to limited capacity of the venue and financial implications for Scottish Government, it was unfortunately not possible for all heads to participate. Places were initially offered on a pro-rata basis to each local authority and thereafter opened up across the region.
- 4.2. Each conference was a blend of presentation, question and answer session and workshop. Each workstream was given the opportunity to showcase the work they were undertaking, with several taking up this offer. Other workshops stemmed from areas that practitioners had previously requested.
- 4.3. Workshops were designed to provide significant time to allow participants to fully engage with the topic. Whilst in general this was a successful approach, some individuals commented that they would have preferred the opportunity to attend two shorter workshops.
- 4.4. Overall, most (84%) attendees stated that the conferences were good or better, with over half of attendees rated them as very good or better. At both conferences staff indicated that their level of knowledge of the topics covered increased and their confidence putting concepts into practice was raised. Most (70%) of the participants indicated that the workshop sessions would impact on practice in their establishments.
- 4.5. One of the highlights of each conference was a fabulous contribution from a West Partnership Youth Choir. Young people from each partner authority were brought together for the day and performed beautifully to close each event.
- 4.6. It was disappointing that a minority of heads who registered for conferences did not attend. Whilst there will always be some late apologies, further discussion is required to prevent the blocking of spaces, including the possibility of charging.
- 4.7. It should be noted that career-long professional learning is delivered by many of the workstreams and is covered elsewhere in this report under individual workstream headings.
- 4.8. Over the next few years it is intended to make increasing use of the shared service, Gateway CPD manager, to advertise events and allow participants to register for them. This will facilitate GTCS professional update for participants and make the overall organisation of learning opportunities simpler. Currently seven of the local authorities use CPD Manager and we are working closely with the other authority to explore how this may be rolled out.

5. Curriculum Specialist Networks

NUMERACY AND MATHEMATICS

- 5.1 The group, Making Maths Count, is successfully raising the profile of numeracy and mathematics across the West Partnership, including through an active Twitter feed. The initial core aim of the group was linked to the Making Maths Count report's key themes to:
- a. transform public attitudes towards maths through improved teacher confidence and competence; and
 - b. enrich career long professional learning (CLPL) opportunities for teachers throughout the West by sharing good practice.
- 5.2 To coincide with the national Maths Week Scotland a West Partnership conference "Empowerment through Excellence" was held on a Saturday in September 2018. This provided an opportunity for over two hundred school leaders and practitioners to collectively gain insights into good practice from across the RIC to enhance local and school level improvement planning.
- 5.3 Workshops enabled sharing of successful interventions linked to the closure of the poverty-related attainment gap. The conference also benefited from contributions from parents and children.
- 5.4 Most (76%) attendees rated the Making Maths Count conference as excellent in relation to content having a predicted impact on classroom practice. In addition most (70%) attendees indicated workshops provided useful insights into research-based approaches to target attainment.
- 5.5 To ensure sustainable impact, additional partnerships have been formed across the West Partnership to explore the wider range of Making Maths Count recommendations. This includes newly established links with external partners such as The Winning Foundation and NPFS.

STEM AND LEARNING FOR SUSTAINABILITY

- 5.6 Aspects of STEM have been taken forward through joint work with Keep Scotland Beautiful around a specific project, "Upstream Battle". Funding was provided to enable Keep Scotland Beautiful to appoint a seconded member of staff to kick start the project. Valuable support was also provided by staff from Education Scotland. A number of different strands were taken forward very successfully. These included an engineering challenge, art competition, citizen science, and a bespoke professional development programme to increase staff confidence in teaching STEM.

5. Curriculum Specialist Networks

STEM AND LEARNING FOR SUSTAINABILITY

- 5.7 STEM The Flow Engineering Challenge: Schools from across the West Partnership were invited to devise engineering solutions to help tackle plastic pollution in the River Clyde. A final celebration event took place in June at The Riverside Museum in Glasgow. Schools each set up displays before showcasing their projects to a panel of assessors from Jacobs plc, other schools and members of the public. All participating schools received certificates and Jacobs plc provided trophies for the winning categories: (1) Team Working Award, (2) Innovative Design, (3) Most Sustainable Design and (4) 2 Best Overall Project. Children and young people gained important skills of team working, problem solving and communication. Following the celebration event, almost all participants evaluated both the venue and the event itself as very good or better. Most respondents would like to participate again in the future with a few not sure due to time constraints. Case studies of participating projects and photographs of the event can be accessed via <https://www.keepsScotlandBeautiful.org/upstreambattle/children-and-young-people/stem-the-flow-engineering-challenge>
- 5.8 Citizen Science: This supports the development of important skills of decision making in children and young people by gathering data on the types, amounts and locations of litter in local waterways around the Clyde and its tributaries. This work has been taken forward through local community groups.
- 5.9 Professional Learning: A bespoke programme to develop teacher confidence in delivering on each learner's entitlement to Learning for Sustainability and build STEM skills through the context of source to sea litter has been developed. Teachers from all eight partner local authorities have applied to participate. The programme will run until March 2020.

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.10 The Regional improvement Plan committed the West Partnership to “establishing self sustaining subject networks for secondary schools to bring about improvements in pedagogy, assessment and attainment.” Each individual local authority already has existing forums in place for principal teachers and faculty leaders to meet and discuss areas such as changes to courses by the SQA. It was agreed that any cross-authority network should not replicate or duplicate this work.
- 5.11 With limited initial progress being made towards establishing curricular networks, it was agreed by the Board (February 2019) that two highly experienced practitioners should be seconded to the West Partnership from the spring break to summer holidays.
- 5.12 During May and June 2019, the secondees consulted a wide range of stakeholders and explored current provision of curricular networks across local authorities. The methodology used included focus group consultations, questionnaires and an online middle leader survey. There was a positive response to the online survey, despite concerns about survey fatigue and time frame. The consultation process demonstrated that practitioners valued the professional dialogue and sharing of resources facilitated by local authority subject forms. However, in some local authorities, teaching staff felt the time devoted to this professional dialogue had reduced in recent years.

5. Curriculum Specialist Networks

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.13 Practitioners indicated that they would welcome the opportunity for West Partnership collaboration to support moderation of learning, teaching and assessment approaches. They also indicated that more access to professional advice and examples of best practice at a national level would be very valuable. The West Partnership was viewed as an important potential facilitator for this type of professional learning opportunity. Teaching staff also expressed a strong desire for co-operation on sharing high quality resources because this would allow them to devote more time to focus on improving learning, teaching and assessment approaches.
- 5.14 As a result of all the consultation evidence a paper for the Board was developed. This will be presented to the Board in September 2019. Education Scotland buy-in is also highly desirable for effective collaboration; we continue to discuss how this might be realised with our ES partners.
- 5.15 A retired headteacher has been approached to provide support for the establishment of an additional support needs network. While slow to start, this is now progressing well and dates identified.

ASSESSMENT AND MODERATION

- 5.16 High quality professional learning on assessment and moderation was delivered to around 250 practitioners from across the eight local authorities. This has supported improvements in learning, teaching and assessment.
- 5.17 All participating practitioners completed an evaluation, with the results demonstrating an increase in teacher confidence and understanding of, not only the moderation process and model, but knowledge of current national guidance. The majority of practitioners attending indicated that being part of the process had impacted positively on their practice.
- 5.18 Four events focused on moderation of evidence took place in March 2019. Around 250 practitioners working with Curriculum for Excellence early – fourth level attended. This included class teachers, senior managers, quality improvement officers and heads of service. Professional dialogue was facilitated by local authority selected staff.
- 5.19 Overall feedback from an evaluation of the events was very positive. Participants identified the opportunity to engage in professional dialogue to share good practice, and develop a clear understanding of the standards and expectations as clear strengths. The feedback also noted that participants found it challenging to be critical, and at times the context of the evidence provided was not clear enough. Many practitioners felt that the event had given them greater confidence to support practitioners within their own establishments. Practitioners recognised the importance of cascading their knowledge and understanding within their own authority to strengthen the consistency and reliability of teacher professional judgement.

5. Curriculum Specialist Networks

ASSESSMENT AND MODERATION

- 5.20 A total of 197 sets of evidence were moderated. While it was agreed that the majority of these met the standard, the quality of the range of evidence submitted was too variable. As a result, it was agreed an education development officer should be appointed on a short term secondment (nine months) to work with the collaborative to support this work further.
- 5.21 The sub-group also created a short survey for headteachers to ascertain the current position for assessment and moderation within establishments across the West Partnership. Most responses indicated that assessment and moderation featured within school/cluster improvement plans and that there had been professional learning opportunities linked to moderation provided this academic session. Less than half of the responses indicated that they had made use of the Education Scotland Moderation Hub to support practitioners in this area. Most stated that they had allocated time within their Working Time Agreements to assessment and moderation. However across the RIC, this was not consistent, ranging from none to 95 hours allocated.

CURRICULUM DESIGN

- 5.22 Secondary curriculum design workshops were offered at both national conferences. These were highly evaluated, led to further discussions about setting up a West Partnership version of the Building our Curriculum Self Help (BOCSH) group, plans for which are underway.

6. Leadership – Succession Planning

- 6.1 The workstream has sought to analyse each authority's leadership programmes and reviewed how each is used to identify and encourage potential candidates for leadership roles. The steering group used data provided by Scottish Government to consider what further actions are required to increase the number of highly quality applicants coming forward for senior leadership roles (particularly at headteacher level). The group has reviewed reasons for depute headteachers not applying for headteacher posts and what further support could be offered before and after appointment, including the use of mentors.
- 6.2 Agreement has for each individual local authority to contract recently retired headteachers to take on roles as mentors and provide support for new and inexperienced colleagues. Mentor support may also be provided for experienced headteachers facing a wide variety of individual challenges. This allows the provision of bespoke mentor support relevant to local needs and contexts. Due to HR and legal concerns it was agreed that each local authority would offer contracts to persons who would then only work with their own local authority headteachers.
- 6.3 The workstream steering group considered shared West Partnership assessment centres. However following review, it was agreed that this presented a number of challenges and it was subsequently removed from the plan.
- 6.4 Similarly work to progress "job swaps" for teachers and promoted post-holders has been challenged by concerns expressed by HR and legal departments. It is however hoped that this work will be piloted by two authorities over the next year, taking due account of these potential issues.

7. System Improvement

7.1 The work of this theme continues to build on the work of the Improvement theme group which took place during 2017/18. A number of improvement activities have taken place:

7.2 Improving through Empowerment

Training for quality improvement officers/education officers/headteachers, organised and delivered by the Regional Adviser, took place in a number of authorities and shared approaches to evaluating improvement have been established in primary and secondary schools between Inverclyde and Renfrewshire, and East Renfrewshire and Glasgow. This work has been very highly evaluated and a number of schools have continued to work together. We are also aware of many other school improvement partnerships which are flourishing for example between secondary schools in East Dunbartonshire and Glasgow.

7.3 Building Capacity

These activities are an opportunity for partner authorities to work together to share learning. It was proposed that they took the form of Teachmeets with a presentation from each authority followed by professional dialogue and opportunities to set up learning sets for further learning. Dates were agreed, however these proved challenging for one local authority and in addition, the re-structuring at Education Scotland meant that staff from Education Scotland were no longer able to support these events. As a result, all of these events were postponed.

7.4 Evaluative Writing

Half day sessions were targeted at authority officers, headteachers and heads of ELC settings. They were facilitated by HMI colleagues. These events were very positively evaluated. Unfortunately due to the re-structuring at Education Scotland a number of planned events were postponed.

7.5 Insight

Two half day sessions were set up targeted at authority officers and headteachers. The events were led by a quality improvement manager with previous experience as a professional advisor to the national Insight team. While small numbers attended, they were very highly evaluated. Practitioner feedback suggested that further events be split into beginner and advanced levels.

7.6 Focus/Broad General Education Tool

Two half day sessions targeted at authority officers and headteachers took place, led by staff from Glasgow City Council and Scottish Government. The evaluation from participants was highly positive. Practitioners identified that sharing learning from colleagues who are using the tools was most beneficial. Practitioners indicated great enthusiasm and excitement at the possibilities offered by a West Partnership version of the FOCUS tool. This will however depend on a data sharing agreement, which has proved difficult to obtain.

7.7 Improving Our Classrooms

This programme targeted at primary class teachers has been run successfully in Glasgow City Council over a number of years. Four partner authorities expressed an interest in participating in a West Partnership version of the programme – Inverclyde, East Renfrewshire, East Dunbartonshire and South Lanarkshire started collaborating, thus increasing the reach and impact on learners in the classroom.

8. Families and Communities

- 8.1 Following discussions with the Chair of the National Parent Forum of Scotland, it was suggested the involvement of the NPFS representatives as part of the steering group would be beneficial. This was agreed and it is pleasing that parent representatives are included.
- 8.2 The partnership group carried out an initial audit of existing interventions in family learning, community capacity building and parental engagement which supports families living in poverty/inequalities. These have been shared across the workstream steering group. A sub group to allow greater involvement of community learning and development (CLD) teams/leads across the partnership was formed. This sub-group is evolving into a very enthusiastic and thriving CLD network.
- 8.3 Supported well by Education Scotland, a conversation day focused on learning at home, STEM and involvement of parents in school improvement planning was highly evaluated. Around 70 practitioners participated in two sessions. This discussion event also helped Education Scotland to develop its own guidance and support information/resources for local authorities and other regional improvement collaboratives.
- 8.4 Subsequently, a highly successful “Learning Together” event, bringing together community learning and development workers, school staff, health and parents was held in April 2019. The workstream was able to secure the services of a very well-known researcher within the field of family engagement and the event an excellent presentation by a headteacher from Inverclyde. The event was well-attended (with around 180 participants). The event generated very positive feedback, including significant engagement through Twitter. Participants identified the pace of the event, quality of keynote speakers, time to network and provision of “goody bags” as key strengths.

9. Evaluating and Reporting

- 9.1 This workstream has focused on developing processes and systems to support the regional improvement collaborative. For example, following each learning event an online evaluation is now issued automatically by email and analysed, with results fed back to workstreams.
- 9.2 Work has been undertaken on analysis of the data where it is publicly available, for example Achievement of a Curriculum for Excellence Level and SQA data. While extensive efforts have been made to gain agreement of a data sharing agreement between all eight local authorities, this is yet to be achieved.
- 9.3 The critical indicators have been updated. These show the strong progress being made towards agreed targets. However with only one year of data it would be premature to draw any further conclusions. It is intended that staff from Education Scotland will support the analysis of inspection and review data.
- 9.4 A Policy Scotland Research and Knowledge Exchange Officer has very recently been appointed by the University of Glasgow. This resource will support each workstream by identification of the most recent national and local research, evidence, knowledge and expertise. This resource will also offer independent evaluation of the work of the West Partnership and its impact in the classroom.
- 9.5 The workstream is at the early stages of developing case studies of emerging practice across the partnership. These will be shared through the website.

10. Online Presence

- 10.1 Significant progress has been made regarding our online presence. Through an increase in Twitter (now over 1,800 followers, 95K Tweet impressions and over 2,000 profile visits per month) and the development of a public-facing West Partnership website www.westpartnership.co.uk. The online presence, in particular the website, will continue to develop in the coming months.
- 10.2 Sitting behind the public-facing website are closed (Microsoft TEAM) areas for each workstream to share minutes and key documentation. These areas are maintained by administrative support. Some subgroups (for example assessment and moderation) are using these areas very well. Materials and key documentation is shared by the assessment and moderation working group through TEAMS. TEAMS allows workstream steering group members to communicate effectively with each other. There is, however, considerable scope to improve the use of TEAMS, increase communication between workstreams and ensure effective dissemination of information between different steering group members.
- 10.3 The West Partnership hopes to progress with a regional version of the FOCUS tool developed by Glasgow City Council. The opportunities this tool presents has been shared with a few headteachers who have greeted this very enthusiastically. This will however depend on a completed data sharing agreement signed by each local authority.

11. Resources

- 11.1 Financial support (£828,488) was provided to the West Partnership by Scottish Government. A Finance Sub-Group was established to monitor and coordinate spend ensuring adherence to robust governance and best value considerations.
- 11.2 The highly effective use of funds to deploy staff and, or provide resources for backfill has facilitated the very strong progress being made by the West Partnership.
- 11.3 Short-term secondments of experienced practitioners were highly effective and enabled a significant increase in the pace of implementation of actions.
- 11.4 Effective use of resources has enabled the West Partnership to invest in sustainable approaches to improvement. Support from the University of Glasgow to grow a learning system has been most helpful.
- 11.5 Support to Keep Scotland Beautiful facilitated the highly successful Upstream Battle project.
- 11.6 Actual expenditure to 31st July 2019 was £801,411; an underspend of £27,077.

12. Consultation with Practitioners and Key Stakeholders

- 12.1 Over the year, there have been regular discussions with key stakeholders from Glasgow City Region, University of Glasgow and many others. Seconded staff linked with the curriculum workstream carried out extensive face-to face and on-line consultations before developing recommendations for this particular workstream.
- 12.2 The University of Glasgow provided strategic critical friendship to the West Partnership lead officer and the wider Board. The university has also provided conceptual and practical support to the collaborative learning network workstream.
- 12.3 The Regional Lead Officer met regularly with representatives of professional associations and trade unions representing the education workforce, ensuring meaningful engagement. Going forward a representative of this group will be asked to attend the Education Committee.
- 12.4 There has been regular consultation and discussion with key stakeholders from other regional improvement collaboratives across Scotland. This has been very supportive to both the regional improvement lead and senior partnership officer. Additionally other links are growing across the RICs, for example through shared discussions on curriculum.
- 12.5 The workstream lead for Families and Communities corresponded regularly with the Chair of NPFS.

13. Partnership with Education Scotland

- 13.1 The West Partnership had formed a very effective and supportive link with the Regional Advisor from Education Scotland. Several of the workstreams worked very well with other individual staff from Education Scotland, for example the families and communities workstream worked effectively in partnership with the parental engagement officer to develop the conversation day.
- 13.2 In April 2019, following a restructure and significant recruitment of new staff within Education Scotland, a new Senior Regional Advisor was appointed. The scope of this role, and how it engages with the West Partnership, is still to be determined in practice. It is however clear that there is the potential to become a key part of the operational delivery of the actions set out in the Regional Improvement Plan.

Appendix 1

Indicators	2016-2017 Baseline %	2017-2018 Value %	2018-2019 Value %	2019-2020 Value %	2020-2021 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	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	1461			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% 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			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66			75



