

## Notice of Meeting and Agenda

### Education and Children's Services Policy Board

| Date                     | Time  | Venue  |
|--------------------------|-------|--|
| Thursday, 22 August 2019 | 13:00 | Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN |

KENNETH GRAHAM  
Head of Corporate Governance

### Membership

Mr Iain Keith: 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](mailto: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.

## **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**

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

## **EDUCATION**

- |          |  |                |
|----------|--|----------------|
| <b>3</b> | <b>Parental Engagement in Family Learning</b>  | <b>15 - 28</b> |
|          | Report by Director of Children's Services.   |                |
| <b>4</b> | <b>Tackling Bullying in Renfrewshire's Schools</b>   | <b>29 - 32</b> |
|          | Report by Director of Children's Services.   |                |
| <b>5</b> | <b>Amendment to School Holiday Arrangements School Session 2019/2020</b>   | <b>33 - 38</b> |
|          | Report by Director of Children's Services.   |                |
| <b>6</b> | <b>Todholm Primary School and Early Learning Childcare Class</b>   | <b>39 - 46</b> |
|          | Report by Director of Children's Services.   |                |
| <b>7</b> | <b>Proposal to Consult on a Catchment Review Affecting Inchinnan Primary School and Rashielea Primary School</b> | <b>47 - 66</b> |
|          | Report by Director of Children's Services.   |                |

- 8      **Response to Proposal to Consult on a Catchment  
Review Affecting Bishopton Primary School and a New  
Primary School to be Built at Dargavel Village**      67 - 102  
Report by Director of Children's Services.

### **CHILDREN AND FAMILIES SOCIAL CARE**

- 9      **Inspection of a Registered Service - Throughcare  
Housing Support**      103 - 110  
Report by Director of Children's Services.
- 10     **Inspection of Registered Children's Residential Houses  
by the Care Inspectorate**      111 - 116  
Report by Director of Children's Services.

### **PERFORMANCE PLANNING**

- 11     **Children's Services Health, Safety and Well Being Plan  
2019-2022**      117 - 122  
Report by Director of Children's Services.

#### **Members Development**

All elected members are invited to attend a development session on how the Culture, Heritage & Events Fund (CHEF) supports projects that engage and involve local communities, showcase the area's assets and the talent of its people, which is being held in the Council Chambers at 15:00 hours on 22 August 2019.






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

**On:** 22 August 2019

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

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**Heading:** Revenue Budget Monitoring to 21 June 2019

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## 1. Summary

- 1.1. Gross expenditure is £10,000 (0.0%) less than anticipated and income is £4,000 (0.8%) less than anticipated which results in a **net underspend** of £6,000 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   | £6,000 underspend         | 0%         | Breakeven                    | 0%         |

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## 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 budget was approved, there has been a budget adjustment totalling £12.205m in relation to Scottish Government funding towards the Early Years 1140 hours expansion programme.

#### **4. Children's Services**

|                                    |  |
|------------------------------------|--|
| <b>Current position:</b>           | <b>Breakeven</b>                               |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

##### **4.1 Directorate:**

|                                    |  |
|------------------------------------|--|
| <b>Current Position</b>            | <b>Breakeven</b>                               |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

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

##### **4.2 Early Learning & Childcare:**

|                                    |  |
|------------------------------------|--|
| <b>Current Position:</b>           | <b>Net underspend of £170,000</b>              |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

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:**

|                                    |  |
|------------------------------------|--|
| <b>Current Position:</b>           | <b>Net underspend of £115,000</b>              |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end and will offset overspends in other service areas.

##### **4.4 Secondary Schools:**

|                                    |  |
|------------------------------------|--|
| <b>Current Position:</b>           | <b>Net underspend of £24,000</b>               |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end and will offset overspends in other service areas.

##### **4.5 Special:**

|                                    |  |
|------------------------------------|--|
| <b>Current Position</b>            | <b>Net underspend of £2,000</b>                |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

The underspend relates to teachers' salaries. This is expected to continue to the year end and will offset overspends in other areas.

##### **4.6 Additional Support for Learning (ASL):**

|                                    |  |
|------------------------------------|--|
| <b>Current Position</b>            | <b>Net overspend of £110,000</b>               |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

The overspend relates to transport costs and additional support needs assistants. This is expected to continue to the year end and will be met from underspends in other service areas.

#### 4.7 **Psychological Services:**

|                                    |  |
|------------------------------------|--|
| <b>Current Position</b>            | <b>Net overspend of £16,000</b>                |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

The overspend relates to salaries. This is expected to continue to the year end and will be met from underspends in other service areas.

#### 4.8 **Children & Families**

|                                    |  |
|------------------------------------|--|
| <b>Current Position</b>            | <b>Net overspend of £179,000</b>               |
| <b><i>Previously reported:</i></b> | <b><i>First reporting period this year</i></b> |

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

#### 4.9 **Projected Year End Position**

It is anticipated at this stage that Children's Services will achieve a breakeven position at year end.

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

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2018/2019**  
**1st April 2019 to 21st June 2019**

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

| Description<br>(1)       | Revised Annual<br>Budget<br>(2) | Revised Period<br>Budget<br>(3) | Revised Actual<br>(4) | Budget Variance<br>(5) |              |                       |
|--------------------------|---------------------------------|---------------------------------|-----------------------|------------------------|--------------|-----------------------|
|                          |                                 |                                 |                       | £000's                 | %            |                       |
| Employee Costs           | 114,865                         | 19,110                          | 18,664                | 447                    | 2.3%         | underspend            |
| Property Costs           | 9,272                           | 609                             | 653                   | (44)                   | -7.3%        | overspend             |
| Supplies & Services      | 39,565                          | 3,533                           | 3,515                 | 19                     | 0.5%         | underspend            |
| Transport & Plant Costs  | 4,474                           | 1,083                           | 1,232                 | (149)                  | -13.7%       | overspend             |
| Support Services         | 182                             | (8)                             | 7                     | (15)                   | -179.7%      | overspend             |
| Third Party Payments     | 13,827                          | 2,474                           | 2,657                 | (183)                  | -7.4%        | overspend             |
| Transfer Payments        | 6,431                           | 361                             | 426                   | (65)                   | -17.9%       | overspend             |
| Capital Charges          | 19,624                          | 0                               | 0                     | 0                      | 0.0%         | breakeven             |
| <b>GROSS EXPENDITURE</b> | <b>208,240</b>                  | <b>27,163</b>                   | <b>27,153</b>         | <b>10</b>              | <b>0.0%</b>  | <b>underspend</b>     |
| <b>Income</b>            | <b>(1,762)</b>                  | <b>(491)</b>                    | <b>(487)</b>          | <b>(4)</b>             | <b>-0.8%</b> | <b>under-recovery</b> |
| <b>NET EXPENDITURE</b>   | <b>206,478</b>                  | <b>26,672</b>                   | <b>26,666</b>         | <b>6</b>               | <b>0.0%</b>  | <b>underspend</b>     |

|   |               |             |
|---|---------------|-------------|
| <b>Bottom Line Position to 21 June 2019 is an underspend of</b> | <b>£000's</b> |             |
|   | <b>6</b>      | <b>0.0%</b> |
| <b>Anticipated Year End Budget Position is breakeven</b>        | <b>0</b>      | <b>0.0%</b> |

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2019/2020**  
**1st April 2019 to 21st June 2019**

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

| Description<br>(1)                    | Revised Annual<br>Budget<br>(2) | Revised Period<br>Budget<br>(3) | Revised Actual<br>(4) | Budget Variance<br>(5) |             |                   |
|---------------------------------------|---------------------------------|---------------------------------|-----------------------|------------------------|-------------|-------------------|
|                                       |                                 |                                 |                       | £000's                 | %           |                   |
| Directorate                           | 1,241                           | 239                             | 239                   | 0                      | 0.0%        | breakeven         |
| Early learning and childcare          | 27,712                          | 3,127                           | 2,957                 | 170                    | 5.4%        | underspend        |
| Primary                               | 55,482                          | 6,688                           | 6,573                 | 115                    | 1.7%        | underspend        |
| Secondary                             | 72,395                          | 10,202                          | 10,179                | 24                     | 0.2%        | underspend        |
| ASN (Special) Schools                 | 6,019                           | 1,222                           | 1,220                 | 2                      | 0.2%        | underspend        |
| Additional support for learning (ASL) | 12,422                          | 772                             | 882                   | (110)                  | -14.2%      | overspend         |
| Psychological services                | 624                             | 74                              | 90                    | (16)                   | -21.5%      | overspend         |
| Education development                 | 1,202                           | 163                             | 163                   | 0                      | 0.0%        | breakeven         |
| Attainment Challenge                  | (1)                             | 64                              | 65                    | (0)                    | 0.0%        | breakeven         |
| Facilities management                 | 531                             | 48                              | 48                    | 0                      | 0.0%        | breakeven         |
|                                       |                                 |                                 | 0                     |                        |             |                   |
| Children & Families                   | 28,851                          | 4,073                           | 4,252                 | (179)                  | -4.4%       | overspend         |
|                                       |                                 |                                 | 0                     |                        |             |                   |
| <b>NET EXPENDITURE</b>                | <b>206,478</b>                  | <b>26,672</b>                   | <b>26,666</b>         | <b>6</b>               | <b>0.0%</b> | <b>underspend</b> |

|   |               |             |
|---|---------------|-------------|
| <b>Bottom Line Position to 21 June 2019 is an underspend of</b> | <b>£000's</b> |             |
|   | <b>6</b>      | <b>0.0%</b> |
| <b>Anticipated Year End Budget Position is breakeven</b>        | <b>0</b>      | <b>0.0%</b> |






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

**On: 22 AUGUST 2019**

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

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**Heading: Capital Budget Monitoring Report**

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## 1. Summary

- 1.1 Capital expenditure to 21<sup>st</sup> June 2019 totals £0.458m compared to anticipated expenditure of £0.461m for this time of year. This results in an under spend of £0.003m 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 | £0.003m u/spend           | 0%         | <i>n/a</i>                   | <i>n/a</i>        |
| <b>Total</b>      | <b>£0.003m u/spend</b>    | <b>0%</b>  | <b><i>n/a</i></b>            | <b><i>n/a</i></b> |

- 1.2 The expenditure total of £0.458m represents 4% 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.

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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 21<sup>st</sup> June 2019, and is based on the Capital Investment Programme which was approved by members on 28<sup>th</sup> February 2019, adjusted for movements since its approval.
- 

4.           **Budget Changes**

- 4.1           Since the last report, budget changes in 2019/20 totalling £1.805m have arisen which reflects the following:-

Budget carried forward from 2018/19 to 2019/20 (£1.715m):

- Primary School Estate Programme (£1.489m);
- Other School Investment Programmes (£0.169m);
- Linwood Children's Home (£0.057m).

Budget Increases in 2019/20 totalling (£0.090m):

- School Estate Programme (SEMP 2020) £0.075m as part of the total £27.000m Schools Investment Fund approved by Council on the 28<sup>th</sup> February 2019;
- Primary School Estate Programme (£0.015m) reflecting a contribution from current revenue for the project.

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## 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.

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### **List of Background Papers**

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

The contact officers within the service are:

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

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



# Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

| Project Title  | Prior Expenditure to 31/03/2019*<br>£000 | Approved Programme @28/02/19<br>£000 | Current Programme MR 3<br>£000 | Year To Date Budget to 21-Jun-19<br>£000 | Current Year                    |                               |            |                                       |              | Full Programme - All years           |                                       |   |
|--|--|--------------------------------------|--------------------------------|--|---------------------------------|-------------------------------|------------|---------------------------------------|--------------|--------------------------------------|---------------------------------------|---|
|  |  |                                      |                                |  | Cash Spent to 21-Jun-19<br>£000 | Variance to 21-Jun-19<br>£000 | % Variance | Cash to be Spent by 31-Mar-20<br>£000 | % Cash Spent | Total Programme to 31-Mar-22<br>£000 | Total Cash Spent to 21-Jun-19<br>£000 | Total Cash to be Spent to 31-Mar-22<br>£000 |
| <b>EDUCATION &amp; CHILDREN SERVICES</b>               |  |                                      |                                |  |                                 |                               |            |                                       |              |                                      |                                       |   |
| Early Years 1,140 Hours Expansion                      | 143                                      | 6,960                                | 6,960                          | 125                                      | 124                             | 0                             | 0%         | 6,836                                 | 2%           | 13,677                               | 267                                   | 13,410                                      |
| Primary Schools Estate Programme(SEMP)                 | 38,990                                   | 1,835                                | 3,340                          | 330                                      | 329                             | 1                             | 0%         | 3,011                                 | 10%          | 42,825                               | 39,319                                | 3,506                                       |
| 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                            | 5  | 3                               | 2                             | 34%        | 166                                   | 2%           | 21,396                               | 18,281                                | 3,115                                       |
| Technology Replacement Strategy ICT                    | 0  | 400                                  | 400                            | 0  | 0                               | 0                             | 0%         | 400                                   | 0%           | 1,200                                | 0                                     | 1,200                                       |
| Linwood Children's Home                                | 1,193                                    | 0                                    | 57                             | 1  | 1                               | 0                             | 0%         | 56                                    | 2%           | 1,250                                | 1,194                                 | 56  |
| <b>TOTAL EDUCATION &amp; CHILDREN'S SERVICES BOARD</b> | <b>58,604</b>                            | <b>9,195</b>                         | <b>11,001</b>                  | <b>461</b>                               | <b>458</b>                      | <b>3</b>                      | <b>1%</b>  | <b>10,543</b>                         | <b>4%</b>    | <b>107,348</b>                       | <b>59,062</b>                         | <b>48,286</b>                               |

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





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

**On: 22 August 2019**

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

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**Heading: Parental Engagement in Family Learning**

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## **1. Summary**

- 1.1 This report summarises Children's Services 'Walking Together with Parents in Renfrewshire: Parental Engagement Strategy' (Appendix 1). This strategy is Renfrewshire's approach to parental engagement, involvement and family learning.
- 1.2 The strategy sets out the service's commitment to supporting and encouraging parental involvement in children's learning across our learning establishments, at home and to continue working together to build strong, trusting partnerships through the work of our service.
- 1.3 There are four strategic priorities included in this strategy. These are:
- develop a nurturing culture and ethos at all levels to encourage positive home-school relationships;
  - support establishments to work in partnership to develop a range of high-quality opportunities for parental engagement, involvement and family learning within establishments and at home;
  - develop opportunities for practitioners to access high-quality, evidence-based professional learning to maximise consistency of approach; and
  - encourage all partners to explore creative, evidenced-based opportunities to support parent's in their child's learning within establishments and at home.

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## 2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to note the content of the report and parental engagement strategy.
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## 3. Background

- 3.1 In 2018, the Scottish Government launched a national action plan "Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021" for parental involvement and engagement from pre-birth to age 18. This takes account of national and international evidence base and Scottish education system expertise. The action plan provides a national vision but allows for local and community innovation and flexibility.
- 3.2 Shortly after this launch, a working group was convened to re-fresh the parental engagement strategy in Renfrewshire. The group consisted of a range of stakeholders including:
- parents;
  - head teachers;
  - education managers;
  - home-link;
  - representatives from the National Parent Network Forum; and
  - project leads with a remit in parental engagement
- 3.3 Taking cognisance of the key messages in the national action plan, the group met regularly to review evidence and best practice in our local context. A series of consultation activities including head teacher and parent conversations were hosted to ensure that the voices and opinions of those stakeholders were included in the development of the strategy.
- 3.4 The strategy recognises the vital role that parents play in the journey of their children and in the life of our schools and early years centres. Therefore, our approach in Renfrewshire is family-centred, needs-led and based on positive relationships.
- 3.5 "Walking Together with Parents in Renfrewshire" will support our learning establishments in their parental engagement journey. The strategy reflects our services commitment to ensuring that there is no poverty of aspiration, ambition or opportunity for Renfrewshire's children.
- 3.6 A plan on a page (appendix 2) will support this strategy along with a digital resource which will include links to national and local documents and best practice case studies.

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#### 4. **Progress**

- 4.1 A consultation and review process took place over a period of seven months which included key stakeholders. Comments were received and considered by the working group chair and project manager.
- 4.2 The strategy will be formally launched in September 2019.

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#### **Implications of the Report**

- 1. **Financial** – *none*.
- 2. **HR & Organisational Development** – *none*.
- 3. **Community Planning** – *none*
- 4. **Legal** – *none*.
- 5. **Property/Assets** – *none*.
- 6. **Information Technology** – *none*.
- 7. **Equality & Human Rights**  
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
- 8. **Health & Safety** – *none*.
- 9. **Procurement** – *none*.
- 10. **Risk** – *none*.
- 11. **Privacy Impact** – *none*.
- 12. **Cosla Policy Position** – *not applicable*.
- 13. **Climate Risk** - *none*.

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## List of Background Papers

- (a) Background Paper 1 – none

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LJ/LMcA/LG  
13 August 2019

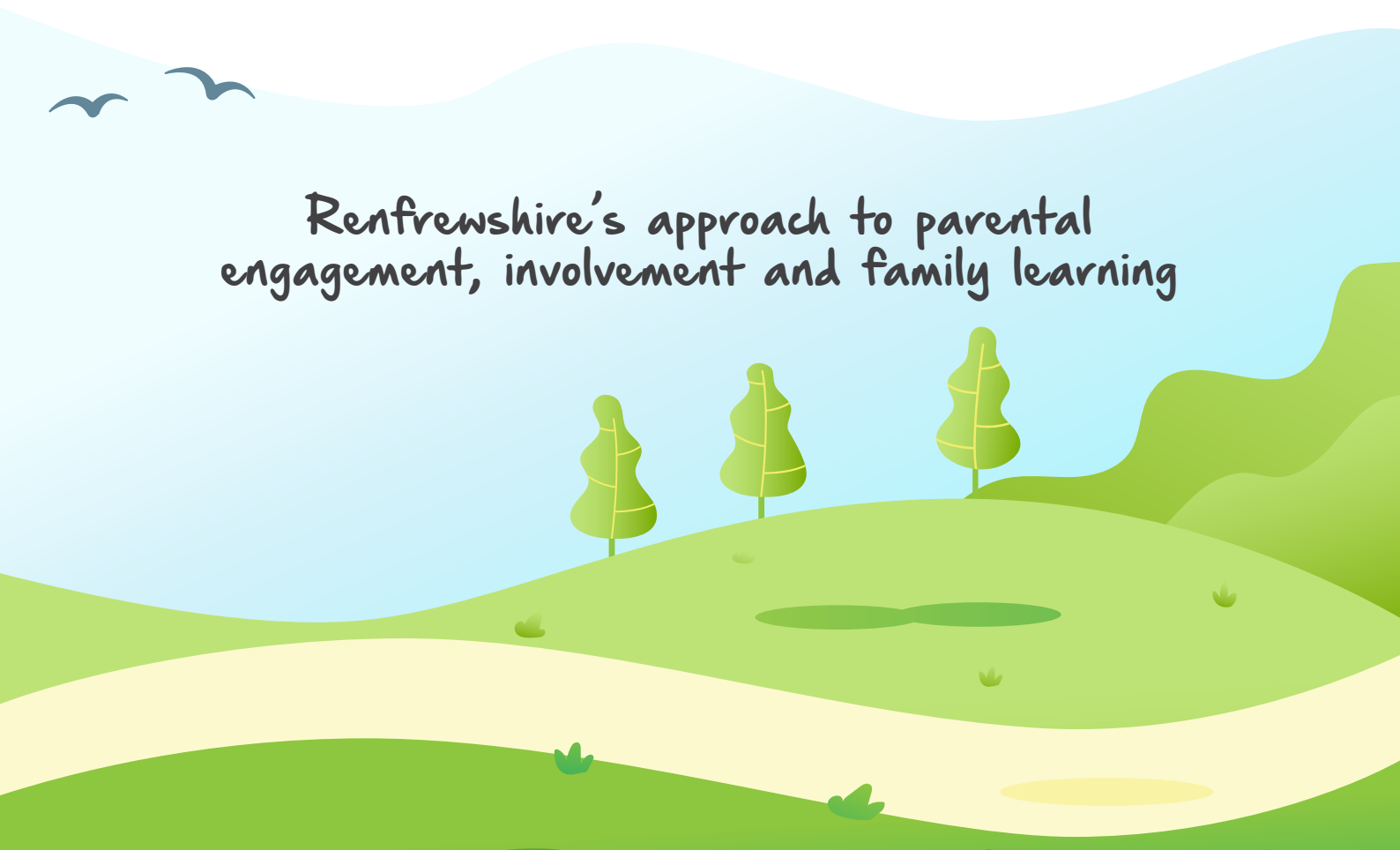
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0141 618 4023



# WALKING TOGETHER

## WITH PARENTS IN RENFREWSHIRE

## Renfrewshire's approach to parental engagement, involvement and family learning





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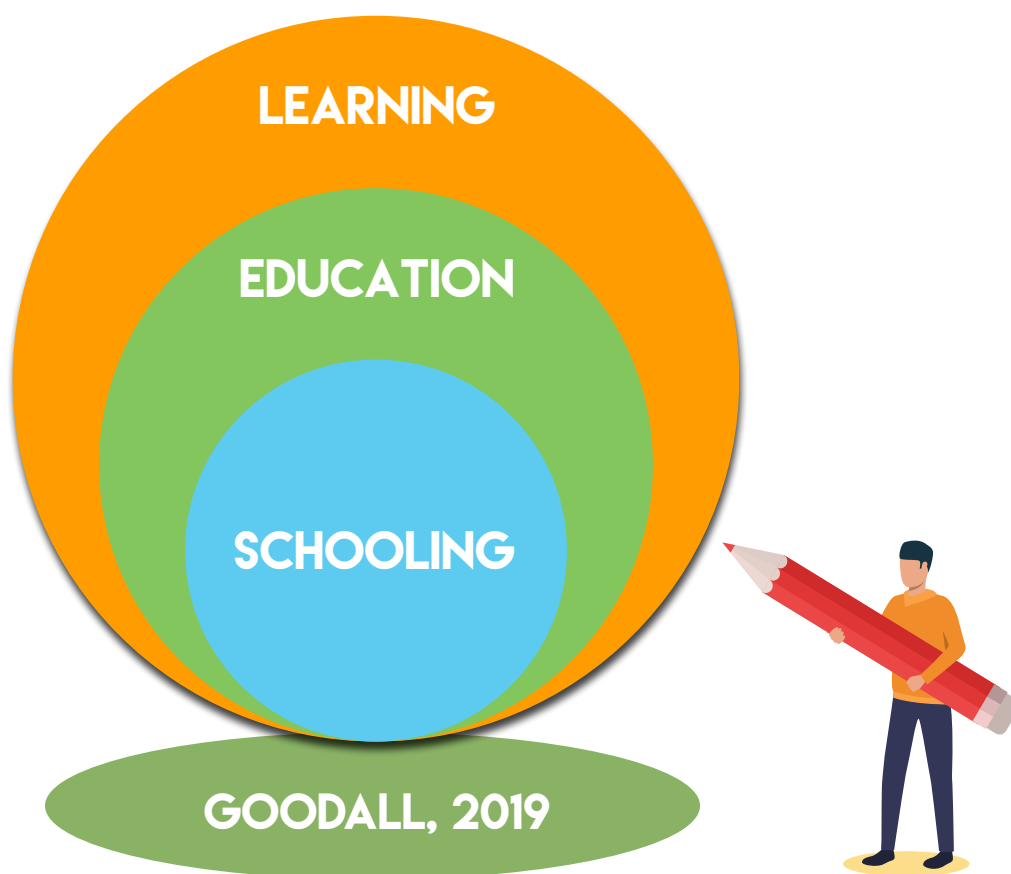


# WALKING TOGETHER

## WITH PARENTS IN RENFREWSHIRE

### 1. INTRODUCTION

Children's Services in Renfrewshire has a strong relationship with parents and carers. We recognise the vital role that parents play in the journey of their children and in the life of our schools and Early Years Centres. This strategy sets out our commitment to supporting and encouraging parental involvement in children's learning across our education establishments and at home (see Goodall diagram) and to continue working together to build strong, trusting partnerships through the work of our service.



## 2. DEFINITIONS

In line with **Learning Together: Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021**, consultation with the strategy group has led to the following agreed definitions of key terms used in this strategy.



### CHILD/CHILDREN

When the strategy refers to “children” or “child” it means a person under the age of 18.

### PARENT(S)

“Parents” means anyone with parental responsibilities and others who care for or look after children or young people. We recognise the important role of grandparents, kinship carers, foster parents, wider family, separated parents and corporate parents. The term “parents” and “parents and carers” are therefore used interchangeably.

### PARENTAL INVOLVEMENT

Parental Involvement describes the ways in which parents can get involved in the life and work of the early learning and childcare setting or school or in the ways that parents can get involved in “schooling”.

#### **Parental Involvement includes:**

- Representation in the development of policies and improvement plans
- Volunteering opportunities
- Help with homework or keeping track of children’s work and on-going, two-way communication between home and school or early learning and childcare setting.

### PARENTAL ENGAGEMENT

Parental Engagement is about parents’ and families’ interaction with their child’s learning.

It can take place in the home, at school or in the community. Where it takes place is not important. The important thing is the quality of the parent’s engagement with their child’s learning, the positive impact that it can have the interaction and mutual development that can occur as a result of that interaction.

### FAMILY LEARNING

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family Learning activities can also be designed to enable parents to learn how to support their children’s learning.

### LEARNING AT HOME

Learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active activities.

### 3. WHO IS THIS FOR?

- Parents across Renfrewshire
- All staff working in Renfrewshire Council education establishments
- Council members and any other partners with a role in increasing and improving parental involvement in education

### 4. RENFREWSHIRE'S PRINCIPLES + AIMS

Our approach in Renfrewshire is family-centred, needs-led and based on positive relationships. Learning takes place in a range of ways and environments including in the home and wider community. Therefore, in order to meet the key aims of this strategy, it is essential that all partners work together.

### 5. WHAT ARE THE STRATEGIC PRIORITIES?

| STRATEGIC PRIORITIES  | WHAT IS THE EXPECTED IMPACT?   | HOW WILL WE MEASURE THIS?   | ▶ FEEDBACK TO ESTABLISHMENTS, PARENTS AND PARTNERS ▶ |
|---|--|---|--|
| Continue to develop a nurturing culture and ethos at all levels to encourage positive home-school relationships   | Parents feel comfortable approaching staff in their child's establishment and feel their views about their children's learning are listened to and considered.   | <ul style="list-style-type: none"> <li>» Parental Involvement and Engagement survey</li> <li>» Inspection Report data</li> <li>» Case Studies</li> <li>» Quality Improvement Framework visits</li> </ul>  |  |
| Support establishments to work in partnership to develop a range of high-quality opportunities for parental engagement, involvement and family learning within establishments and at home | <p>Establishments will develop a shared approach to parental engagement, involvement and family learning.</p> <p>Parents feel increasingly confident that their views help establishments to decide priorities in the school improvement plan.</p> <p>Parents and establishments work together to ensure opportunities for parents to engage with their child's learning within the school, home or community.</p> | <ul style="list-style-type: none"> <li>» Quality Improvement Framework visits</li> <li>» Parental Involvement and Engagement survey</li> <li>» Standards and Quality Reporting</li> <li>» Pupil Equity Fund plans and principles checklist</li> </ul>   |  |
| Develop opportunities for practitioners to access high-quality, evidence-based professional learning to maximise consistency of approach  | Practitioners will demonstrate increased skill and confidence in implementing and supporting parental engagement, involvement and family learning within their establishments and communities.   | <ul style="list-style-type: none"> <li>» Teacher confidence surveys and professional learning evaluation</li> <li>» Quality Improvement Framework visits</li> <li>» School Self Evaluation and Improvement Planning</li> <li>» Standards and Quality Reporting</li> <li>» Case Studies</li> </ul> |  |
| Encourage all partners to explore creative, evidenced-based opportunities to support parents in their child's learning  | <p>Parents, practitioners and partners will have access to effective and creative practice case studies from across Renfrewshire.</p> <p>A central digital hub will support parental engagement and access to relevant documentation and materials to increase opportunities to work together and share expertise and knowledge.</p>   | <ul style="list-style-type: none"> <li>» Quality Improvement Framework visits</li> <li>» Digital resource usage</li> <li>» Parental Involvement and Engagement survey</li> </ul>  |  |



## EVIDENCE BASE

### WHAT DOES THE EVIDENCE SAY?



### Why parents matter in learning...

To inform our strategy, a review of the evidence and literature base was conducted. In addition to being a key driver in the National Improvement Framework, the evidence shows:

Parental involvement programmes that focus on helping parents to support their children's learning at home have a positive impact on reducing the poverty related attainment gap (Sosu and Ellis, 2014)

Around 80% of the difference in how well children do at school depends on what happens outside the school gates  
(Rasbash et al, 2018)

Providing a 'stimulating learning environment outside school can be crucial for children's educational achievement, as well as for their social and emotional development'  
(Save the Children, 2013)

Children tend to succeed where families are 'supportive and demanding' therefore creating a 'culture of much higher expectations for young people, both in our homes and in our schools'  
(House of Commons, 2014)

There is a recognition that the early years environment and parental engagement predicts level of attainment in upper primary school  
(Sylvia et al, 2008)

## LEGISLATION

Our approach in Walking with Parents in Renfrewshire is underpinned by the Scottish Schools (Parental Involvement) Act 2006 and Learning together: Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018–2021. This Scottish Government plan sets out a vision for parental involvement and engagement for the next three years and covers the journey that a child takes from pre-birth to age 18.

## COMMUNICATION

Effective communication lies at the heart of the trusting relationships that exist between parents and establishments across Renfrewshire and underpins our approach to parental engagement. In line with the Scottish Government's National Improvement Framework Parental Communication Plan, all communication with parents should be based on the following core principles:

- » Simplicity and Clarity
- » Transparency
- » Relevance
- » Partnership
- » Flexibility and adaptation
- » Timeliness



### PROMOTING EQUALITY AND EQUITY

(EDUCATION SCOTLAND, 2017)

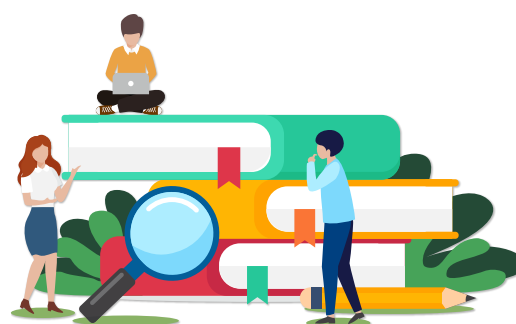
#### EQUALITY

Equality is the removal of discrimination, disadvantage, inequality and / or barriers which can affect people on the grounds of the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

#### EQUITY

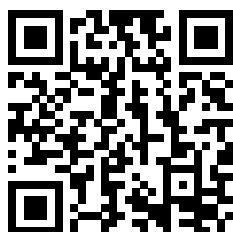
Equity means treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our children are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.

Renfrewshire Council is committed to delivering equality and equity for all children and families. Key contributors and partners have been consulted and involved in the creation of this strategy and it invites parents to work in partnership with schools to help all children achieve the highest of standards whilst reducing inequity, closing the poverty-related attainment gap and improving attainment for all. An Equalities Impact Assessment has been undertaken as part of this strategy process.



## CONCLUSION

For more information on any aspect of this strategy, or to view case studies and resources from across Renfrewshire, please **scan a QR code** for the digital resource.



**SCAN ME!**

For Teaching &  
Non-Teaching Staff  
(Glow account required)



**SCAN ME!**

For Parents & Partners

### Walking Together with Parents Working Group

|                                 |                                     |
|---------------------------------|-------------------------------------|
| <b>Ryan Miller</b>              | Chair (Education Manager)           |
| <b>Lauren Johnston</b>          | Project Manager                     |
| <b>Michael Harker</b>           | Principal Educational Psychologist  |
| <b>Hollie McClintick-Greene</b> | Educational Psychologist            |
| <b>Kay Quinn</b>                | Parent                              |
| <b>Ross Rob</b>                 | Parent                              |
| <b>Wilma Leburn</b>             | Development Officer                 |
| <b>Zoe Inglis</b>               | Development Officer                 |
| <b>Lisa Fingland</b>            | SP&PD Manager (Children)            |
| <b>Dorothy MacPhee</b>          | Adult Services & Literacies Manager |
| <b>Linda Berry</b>              | Headteacher                         |
| <b>Michelle Welsh</b>           | Headteacher                         |
| <b>Grant Crawford</b>           | Depute Headteacher                  |
| <b>Julie Caldwell</b>           | Early Years and Childcare Officer   |
| <b>Fiona Nicholson</b>          | National Parents Forum              |
| <b>Linda Bell</b>               | Homelink                            |
| <b>Jessica Dradge</b>           | Parents in Partnership Coordinator  |
| <b>Emma McGill</b>              | Attainment Advisor                  |
| <b>Janyce Graham</b>            | Project Manager                     |
| <b>Rebecca Scullion</b>         | Support Officer                     |





# WALKING TOGETHER WITH PARENTS IN RENFREWSHIRE

Renfrewshire's approach to parental engagement, involvement and family learning

## INTRODUCTION

Children's Services in Renfrewshire has a strong relationship with parents and carers. We recognise the vital role that parents play in the journey of their children and in the life of our schools and Early Years centres. This strategy sets out our commitment to supporting and encouraging parental involvement in children's learning across our education establishments and at home and to continue working together to build strong, trusting partnerships.

## WHAT WE WILL DO

- Parents will feel **comfortable** approaching staff in their children's establishment and feel their views about their children's learning are listened to and considered.
- Parents will feel increasingly **confident** that their views help establishments to decide priorities in the school improvement plan.
- Parents and establishments will **work together** ensure there are opportunities for parents to engage with their child's learning within the school, home or community.
- Establishments will develop a **shared approach** to parental engagement, involvement and family learning.
- Practitioners will demonstrate increased **skill** and confidence in implementing and supporting parental engagement, involvement and family learning within their establishments

## RENFREWSHIRE'S APPROACH

**Family-centred** **Partnership working**

**Needs-led** **Based on positive relationships**

## WHAT DOES THE EVIDENCE SAY?

### WHAT ARE THE STRATEGIC PRIORITIES?

Around 80% of the difference in how well children do at school depends on what happens outside the school gates (Rasbash et al, 2018)

Parental involvement programmes that focus on helping parents to support their child's learning at home have a positive impact on reducing the poverty related attainment gap (Sosu and Ellis, 2014)

There is a recognition that the early years environment and parental engagement predicts level of attainment in upper primary school (Sylvia et al, 2008)

**#1 CONTINUE TO DEVELOP A NURTURING CULTURE AND ETHOS**

**#4 ENCOURAGE ALL PARTNERS TO EXPLORE CREATIVE, EVIDENCED-BASED OPPORTUNITIES**

**#3 DEVELOP OPPORTUNITIES FOR PROFESSIONAL LEARNING**

**#2 SUPPORT ESTABLISHMENTS TO WORK IN PARTNERSHIP**

## EQUALITY

Equality is the removal of discrimination, disadvantage, inequality and/or barriers which can affect people on the grounds of the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## EQUITY

Equity means treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our children are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.

## CONCLUSION

For more information on any aspect of this strategy, or to view case studies and resources from across Renfrewshire, please **scan a QR code** for the digital resource.



SCAN ME!  
FOR TEACHING &  
NON-TEACHING STAFF  
(GLOW ACCOUNT REQUIRED)



SCAN ME!  
FOR PARENTS  
& PARTNERS

## PROMOTING EQUALITY AND EQUITY

(EDUCATION SCOTLAND 2017)







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

**On: 22 August 2019**

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

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**Heading: Tackling Bullying in Renfrewshire's Schools**

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## **1. Summary**

- 1.1. Renfrewshire Council is committed to the personal and social wellbeing of all children and young people. The current Tackling Bullying policy was approved by the Education and Children's Services Policy Board on 23 August 2018.
  - 1.2. The policy applies to all educational establishments and settings and to all practitioners, including community learning and development and out of school care services and partners in the private and third sector who work in partnership with Renfrewshire Council to uphold the spirit of the policy.
  - 1.3. Each of our primary and secondary schools will have its own policy which reflects the service-wide policy but provides more information on the actions being taken in their school. These have been developed in consultation with pupils and parents.
  - 1.4. Since the 2017/18 session, Renfrewshire schools have adopted electronic recording and monitoring of bullying incidents. This is providing more detailed information than the annual counts undertaken previously.
- 

## **2. Recommendations**

- 2.1 Elected members are asked to:
  - note the contents of this report.

---

### **3. Background**

- 3.1 Renfrewshire's policy on anti-bullying provides guidance to staff, parents, carers, children and young people on the prevention, identification and management of bullying, this relates to both bullying behaviour and the impact it has.
- 3.2 The focus for the policy is to help all our establishments create environments where bullying cannot thrive. Our aim continues to be supporting the development of respectful relationships amongst children and young people in Renfrewshire. The policy includes specific reference to equality and prejudice-based bullying behaviours and online bullying.

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### **4. Development of local policies**

- 4.1 Each primary and secondary school in Renfrewshire is expected to have its own policy on tackling bullying; these should reflect the corporate policy but be tailored to the needs and community of each school.
- 4.2 Almost all schools have now completed local policies, and these reflect consultation with pupils and parents. Those outstanding are expected to be completed early in the new academic session.

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### **5. Bullying statistics 2018-19**

- 5.1 It is essential that all educational establishments and settings are alert to alleged bullying behaviours and are vigilant in identifying allegations and incidents of bullying behaviours, ensuring they are dealt with and recorded. Every educational establishment and setting will be required to update the school's information management system (SEEMIS) when incidents occur to allow the head teachers and Children's Services to monitor trends.
- 5.2 Supportive guidance for schools was issued in May 2018 by The Scottish Government titled 'Recording and Monitoring of Bullying Incidents in Schools'. This was developed by a sub-group of Scottish Government, Education Scotland and other stakeholders. The SEEMIS Bullying & Equalities module is seen as the most appropriate tool for schools and local authorities to monitor and record bullying. Renfrewshire Council implemented this module in August 2017.
- 5.3 One of the aims of the revised bullying policy and the roll-out of school-specific policies was to increase awareness of what bullying behaviour looks like, and encourage more people to report bullying behaviour. Throughout the consultation on new policies, children and young people discussed what they thought bullying was, and what they would do if they saw bullying taking place.

- 5.4 As a consequence of awareness-raising work and improved recording processes, a rise in the number of reported incidents was expected. Only by recognising bullying incidents can action be taken to reduce them. In 2018/19, 141 incidents were reported across Renfrewshire schools, including 3 which were unfounded. Schools will record all incidents at the point of reporting and thereafter investigate them. The majority of incidents involve name-calling and teasing.
- 5.5 The number of cyberbullying incidents reported in school remains low, with only 7 during 2018/19 compared with 6 in 2016/17.
- 

## **6. Monitoring**

- 6.1 Bullying statistics will continue to be monitored by the Extended Senior Leadership Team in Children's Services.

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## **Implications of the Report**

1. **Financial** - None
2. **HR & Organisational Development** – None
3. **Community/Council Planning** –
  - Building strong, safe and resilient communities – Implementation of the policy supports vulnerable children and young people and minimise potential harm arising from bullying behaviours.
  - Tackling inequality, ensuring opportunities for all – Implementation of the policy supports us to continue to address inequalities, through the recognition of the harmful effects of bullying behaviour and the promotion of restorative approaches.
4. **Legal** - None
5. **Property/Assets** – None
6. **Information Technology** – None
7. **Equality & Human Rights** The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** - None
9. **Procurement** – None
10. **Risk** – None
11. **Privacy Impact** – The process for recording bullying incidents is now electronic rather than paper-based. The SEEMIS system is secure and parents have consented to pupil information being held there.
12. **Cosla Policy Position** – None
13. **Climate Risk** - None.

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#### **List of Background Papers**

None

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LF/GMcK  
13 August 2019

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(Children's Services), Tel 0141 618 6812,  
[Lisa.Fingland@renfrewshire.gov.uk](mailto:Lisa.Fingland@renfrewshire.gov.uk)




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

**On: 22 August 2019**

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

---

**Heading: Amendment to School Holiday Arrangements School Sessions 2019/2020**

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## **1. Summary**

- 1.1 On 25 April 2019, The Scottish Negotiating Committee for Teachers (SNCT) reached agreement on a three year pay deal for teachers' pay. As part of the package of wider measures, it was agreed that two additional in-service days should be made available in the academic year 2019/20 to support professional learning.
  - 1.2 A consultation was taken forward to ascertain the additional in-service days. The outcome of this consultation exercise was that the additional in-service days would be Wednesday 12 February 2020 and Thursday 30 April 2020. This is attached as Appendix 1 of this report.
  - 1.3 Further to the above outcome, the UK Government announced that May Day 2020 should be changed from Monday 4 May 2020 to Friday 8 May 2020 to support VE Day celebrations.
  - 1.4 A paper will be taken to the Finance, Resources and Customer Services Policy board following council recess to set the public holidays for 2020 for Renfrewshire Council employees. If at this meeting the board agree to move the public holiday from May 4 May 2020 to Friday 8 May 2020, there would be a requirement to align school holidays to these dates. This would require a change to the May in-service days and this would also impact on the in-service day for Thursday 30 April 2020. Should the change of May day be agreed, Appendix 2 of this report details the proposed Holiday pattern for 2019/2020.
- 

## **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 2019/2020 in line with Appendix 1 of this report should the May day remain as Monday 4 May 2020.

- 2.2 Should the May day be agreed as Friday 8 May 2020. 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 2019/2020 in line with Appendix 2.
- 

### **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 2019/2020 were approved by the Education and Children's Services Policy Board on 18 January 2018.
- 3.2. On 25 April 2019, The Scottish Negotiating Committee for Teachers (SNCT) reached agreement on a three year pay deal for teachers' pay. As part of the package of wider measures, it was agreed that two additional in-service days should be made available in the academic 2019/20 to support professional learning.
- 

### **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 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**

- (a) Background Paper 1: Agreed School Holiday Arrangements – 2019/2020

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](mailto:laura.baillie@renfrewshire.gov.uk))

---

*Children's Services  
GM/LB  
29 July 2019*

**Author:** Laura Baillie, Resources Support Manager, 0141 618 7185, [laura.baillie@renfrewshire.gov.uk](mailto:laura.baillie@renfrewshire.gov.uk)

| Renfrewshire Council                 |   |   | APPENDIX 1                            |
|--------------------------------------|---|---|---------------------------------------|
|                                      |   |   | 2 in-service days on return in August |
|                                      |   |   | 1 Day St Andrews Day                  |
| Proposed School Holiday Arrangements |   |   | Finish Friday 20 December 2019        |
|                                      |   |   | 2 Day February Break                  |
|                                      |   |   | 2 Days End of May                     |
| 2019/2020                            |   |   | Finish 26 June 2019                   |
|                                      |   |   | Public Holiday on Monday 4 May 2020   |
| Option A                             |   |   |                                       |
| Term                                 | Break   | Dates of Attendance                     |                                       |
| First                                |   | In-Service Day - Closed for Pupils Only | Tuesday 13 August 2019 (IS)           |
|                                      |   | In-Service Day - Closed for Pupils Only | Wednesday 14 August 2019 (IS)         |
|                                      |   | Schools Re-Open                         | Thursday 15 August 2019               |
|                                      |   |   |                                       |
|                                      | Local Holiday/Closed                          | Schools Closed                          | Friday 27 September 2019              |
|                                      |   | Schools Closed                          | Monday 30 September 2019              |
|                                      |   | Schools Re-Open                         | Tuesday 1 October 2019                |
|                                      |   |   |                                       |
|                                      | Mid Term                                      | In-Service Day - Closed for Pupils Only | Friday 11 October 2019 (IS)           |
|                                      |   | Schools Closed                          | Monday 14 October 2019                |
|                                      |   | Schools Closed                          | Tuesday 15 October 2019               |
|                                      |   | Schools Closed                          | Wednesday 16 October 2019             |
|                                      |   | Schools Closed                          | Thursday 17 October 2019              |
|                                      |   | Schools Closed                          | Friday 18 October 2019                |
|                                      |   | Schools Re-Open                         | Monday 21 October 2019                |
|                                      |   |   |                                       |
|                                      | St Andrew's Day                               | Schools Closed                          | Monday 2 December 2019                |
|                                      |   | Schools Re-open                         | Tuesday 3 December 2019               |
|                                      |   |   |                                       |
|                                      | Christmas                                     | Schools Closed                          | Monday 23 December 2019               |
| Second                               |   | Schools Closed                          | Tuesday 24 December 2019              |
|                                      |   | Schools Closed                          | Wednesday 25 December 2019            |
|                                      |   | Schools Closed                          | Thursday 26 December 2019             |
|                                      |   | Schools Closed                          | Friday 27 December 2019               |
|                                      |   | Schools Closed                          | Monday 30 December 2019               |
|                                      |   | Schools Closed                          | Tuesday 31 December 2019              |
|                                      |   | Schools Closed                          | Wednesday 1 January 2020              |
|                                      |   | Schools Closed                          | Thursday 2 January 2020               |
|                                      |   | Schools Closed                          | Friday 3 January 2020                 |
|                                      |   | Schools Re-Open                         | Monday 6 Januray 2020                 |
|                                      |   |   |                                       |
|                                      |   |   |                                       |
|                                      | Mid-Term                                      | In-Service Day - Closed for Pupils Only | Friday 7 February 2020 (IS)           |
|                                      |   | Schools Closed                          | Monday 10 February 2020               |
|                                      |   | Schools Closed                          | Tuesday 11 February 2020              |
|                                      |   | In-Service Day - Closed for Pupils Only | Wednesday 12 February 2020 (IS)       |
|                                      |   | Schools Re-Open                         | Thursday 13 February 2020             |
|                                      |   |   |                                       |
|                                      | Spring  | Schools Closed                          | Friday 3 April 2020                   |
|                                      |   | Schools Closed                          | Monday 6 April 2020                   |
|                                      |   | Schools Closed                          | Tuesday 7 April 2020                  |
|                                      |   | Schools Closed                          | Wednesday 8 April 2020                |
|                                      |   | Schools Closed                          | Thursday 9 April 2020                 |
|                                      |   | Schools Closed                          | Friday 10 April 2020                  |
|                                      |   | Schools Closed                          | Monday 13 April 2020                  |
|                                      |   | Schools Closed                          | Tuesday 14 April 2020                 |
|                                      |   | Schools Closed                          | Wednesday 15 April 2020               |
|                                      |   | Schools Closed                          | Thursday 16 April 2020                |
|                                      |   | Schools Closed                          | Friday 17 April 2020                  |
|                                      | Schools Re-Open                               | Monday 20 April 2020                    |                                       |
|                                      |   |   |                                       |
| Third                                | May Day                                       | In-Service Day - Closed for Pupils Only | Thursday 30 April 2020 (IS)           |
|                                      |   | In-Service Day - Closed for Pupils Only | Friday 1 May 2020 (IS)                |
|                                      |   | Schools Closed                          | Monday 4 May 2020                     |
|                                      |   | Schools Re-Open                         | Tuesday 5 May 2020                    |
|                                      |   |   |                                       |
|                                      | Local Holiday/Closed                          | Schools Closed                          | Friday 22 May 2020                    |
|                                      |   | Schools Closed                          | Monday 25 May 2020                    |
|                                      |   | Schools Re-Open                         | Tuesday 26 May 2020                   |
|                                      |   |   |                                       |
|                                      | End of session                                | Schools Closed                          | Monday 29 June 2020                   |
| Teachers Return -                    | Wednesday 12 August 2020                      |   |                                       |
| (IS) - In-Service Day                |   |   |                                       |
| In-Service Days                      | (Only Staff Attend on these days - No Pupils) |   |                                       |
|                                      | Tuesday                                       | 13/08/19                                |                                       |
|                                      | Wednesday                                     | 14/08/19                                |                                       |
|                                      | Friday  | 11/10/19                                |                                       |
|                                      | Friday  | 07/02/20                                |                                       |
|                                      | Wednesday                                     | 12/02/20                                |                                       |
|                                      | Thursday                                      | 30/04/20                                |                                       |
|                                      | Wednesday                                     | 06/05/20                                |                                       |



| Renfrewshire Council                 |   |   | APPENDIX 2                              |                                 |
|--------------------------------------|---|---|---|---------------------------------|
|                                      |   |   | 2 in-service days on return in August   |                                 |
|                                      |   |   | 1 Day St Andrews Day                    |                                 |
| Proposed School Holiday Arrangements |   |   | Finish Friday 20 December 2019          |                                 |
|                                      |   |   | 2 Day February Break                    |                                 |
|                                      |   |   | 2 Days End of May                       |                                 |
| 2019/2020                            |   |   | Finish 26 June 2019                     |                                 |
|                                      |   |   | Public Holiday on Friday 8 May 2020     |                                 |
| Option A                             |   |   |   |                                 |
| Term                                 | Break   | Dates of Attendance                     |   |                                 |
| First                                |   | In-Service Day - Closed for Pupils Only | Tuesday 13 August 2019 (IS)             |                                 |
|                                      |   | In-Service Day - Closed for Pupils Only | Wednesday 14 August 2019 (IS)           |                                 |
|                                      |   | Schools Re-Open                         | Thursday 15 August 2019                 |                                 |
|                                      |   |   |   |                                 |
|                                      | Local Holiday/Closed                          | Schools Closed                          | Friday 27 September 2019                |                                 |
|                                      |   | Schools Closed                          | Monday 30 September 2019                |                                 |
|                                      |   | Schools Re-Open                         | Tuesday 1 October 2019                  |                                 |
|                                      |   |   |   |                                 |
|                                      | Mid Term                                      | In-Service Day - Closed for Pupils Only | Friday 11 October 2019 (IS)             |                                 |
|                                      |   | Schools Closed                          | Monday 14 October 2019                  |                                 |
|                                      |   | Schools Closed                          | Tuesday 15 October 2019                 |                                 |
|                                      |   | Schools Closed                          | Wednesday 16 October 2019               |                                 |
|                                      |   | Schools Closed                          | Thursday 17 October 2019                |                                 |
|                                      |   | Schools Closed                          | Friday 18 October 2019                  |                                 |
|                                      |   | Schools Re-Open                         | Monday 21 October 2019                  |                                 |
|                                      |   |   |   |                                 |
|                                      | St Andrew's Day                               | Schools Closed                          | Monday 2 December 2019                  |                                 |
|                                      |   | Schools Re-open                         | Tuesday 3 December 2019                 |                                 |
|                                      |   |   |   |                                 |
|                                      |   | Christmas                               | Schools Closed                          | Monday 23 December 2019         |
| Second                               |   | Schools Closed                          | Tuesday 24 December 2019                |                                 |
|                                      |   | Schools Closed                          | Wednesday 25 December 2019              |                                 |
|                                      |   | Schools Closed                          | Thursday 26 December 2019               |                                 |
|                                      |   | Schools Closed                          | Friday 27 December 2019                 |                                 |
|                                      |   | Schools Closed                          | Monday 30 December 2019                 |                                 |
|                                      |   | Schools Closed                          | Tuesday 31 December 2019                |                                 |
|                                      |   | Schools Closed                          | Wednesday 1 January 2020                |                                 |
|                                      |   | Schools Closed                          | Thursday 2 January 2020                 |                                 |
|                                      |   | Schools Closed                          | Friday 3 January 2020                   |                                 |
|                                      |   | Schools Re-Open                         | Monday 6 Januray 2020                   |                                 |
|                                      |   |   |   |                                 |
|                                      |   |   |   |                                 |
|                                      |   | Mid-Term                                | In-Service Day - Closed for Pupils Only | Friday 7 February 2020 (IS)     |
|                                      |   |   | Schools Closed                          | Monday 10 February 2020         |
|                                      |   |   | Schools Closed                          | Tuesday 11 February 2020        |
|                                      |   |   | In-Service Day - Closed for Pupils Only | Wednesday 12 February 2020 (IS) |
|                                      |   |   | Schools Re-Open                         | Thursday 13 February 2020       |
|                                      |   |   |   |                                 |
|                                      |   | Spring                                  | Schools Closed                          | Friday 3 April 2020             |
|                                      |   |   | Schools Closed                          | Monday 6 April 2020             |
|                                      |   |   | Schools Closed                          | Tuesday 7 April 2020            |
|                                      |   |   | Schools Closed                          | Wednesday 8 April 2020          |
|                                      |   |   | Schools Closed                          | Thursday 9 April 2020           |
|                                      |   |   | Schools Closed                          | Friday 10 April 2020            |
|                                      |   |   | Schools Closed                          | Monday 13 April 2020            |
|                                      |   |   | Schools Closed                          | Tuesday 14 April 2020           |
|                                      |   |   | Schools Closed                          | Wednesday 15 April 2020         |
|                                      |   |   | Schools Closed                          | Thursday 16 April 2020          |
|                                      |   |   | Schools Closed                          | Friday 17 April 2020            |
|                                      |   |   | Schools Re-Open                         | Monday 20 April 2020            |
|                                      |   |   |   |                                 |
| Third                                | May Day                                       | In-Service Day - Closed for Pupils Only | Wednesday 6 May 2020 (IS)               |                                 |
|                                      |   | In-Service Day - Closed for Pupils Only | Thursday 7 May 2020 (IS)                |                                 |
|                                      |   | Schools Closed                          | Friday 8 May 2020                       |                                 |
|                                      |   | Schools Re-Open                         | Monday 11 May 2020                      |                                 |
|                                      |   |   |   |                                 |
|                                      | Local Holiday/Closed                          | Schools Closed                          | Friday 22 May 2020                      |                                 |
|                                      |   | Schools Closed                          | Monday 25 May 2020                      |                                 |
|                                      |   | Schools Re-Open                         | Tuesday 26 May 2020                     |                                 |
|                                      |   |   |   |                                 |
|                                      | End of session                                | Schools Closed                          | Monday 29 June 2020                     |                                 |
| Teachers Return -                    | Wednesday 12 August 2020                      |   |   |                                 |
| (IS) - In-Service Day                |   |   |   |                                 |
| In-Service Days                      | (Only Staff Attend on these days - No Pupils) |   |   |                                 |
|                                      | Tuesday                                       | 13/08/19                                |   |                                 |
|                                      | Wednesday                                     | 14/08/19                                |   |                                 |
|                                      | Friday  | 11/10/19                                |   |                                 |
|                                      | Friday  | 07/02/20                                |   |                                 |
|                                      | Wednesday                                     | 12/02/20                                |   |                                 |
|                                      | Wednesday                                     | 06/05/20                                |   |                                 |
|                                      | Thursday                                      | 07/05/20                                |   |                                 |






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

**On: 22 August 2019**

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

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**Heading: Todholm Primary School and Early Learning Childcare Class**

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## **1. Summary**

- 1.1 Todholm Primary School and Early Learning Childcare Class was inspected by Education Scotland in March 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 21 May 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 The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion. Inspectors also assessed the nursery class with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; securing children's progress and ensuring wellbeing, equality and inclusion.
- 1.3 This was an extremely positive inspection with an evaluation of 'excellent' for leadership of change. All other quality indicators were evaluated as 'very good'. The learning, teaching and assessment within the nursery was evaluated as 'good'.

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

- Confident children who benefit from nurturing relationships with staff and each other. They enjoy learning within a wide range of interesting contexts

- The work of the school to promote reading and the very positive impact on children, their families and the wider community.
- The outstanding leadership of the headteacher and her ability to empower both staff and children to lead areas of the school. She has established the school as a valued part of the local and wider community.
- The very positive impact of family learning. As a result of the welcoming ethos and range of opportunities to work with the school, parents and families are ably supporting children's learning and developing new skills.
- The role of the nursery in leading the Early Years Local Learning Community. This work is reaching into the local community and having a significant impact on children and families.
- The range and quality of professional learning undertaken by all staff across the school and the nursery and how this is leading to creative and motivating learning experiences for children.

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

- Staff should continue with their plans to review how they plan and assess learning.
- Continue to help children understand and develop skills for life, learning and work.

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.

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## **2. Recommendations**

2.1 Members of the Education and Children's Services Policy Board are asked to note the key strengths and the area for improvement in the Education Scotland report on Todholm Primary School and Early Learning Childcare Class.

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## **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.
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## Implications of the Report

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

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

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

13. **Climate Risk** - None.

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### **List of Background Papers**

None

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TG/LMcA/LG  
13 August 2019

**Author:** Trevor Gray, Education Officer tel: 0141 618 7224

21 May 2019

Dear Parent/Carer

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

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

- Confident children who benefit from nurturing relationships with staff and each other. They enjoy learning within a wide range of interesting contexts.
- The work of the school to promote reading and the very positive impact on children, their families and the wider community.
- The outstanding leadership of the headteacher and her ability to empower both staff and children to lead areas of the school. She has established the school as a valued part of the local and wider community.
- The very positive impact of family learning. As a result of the welcoming ethos and range of opportunities to work with the school, parents and families are ably supporting children's learning and developing new skills.
- The role of the nursery in leading the Early Years Local Learning Community. This work is reaching into the local community and having a significant impact on children and families.
- The range and quality of professional learning undertaken by all staff across the school and the nursery and how this is leading to creative and motivating learning experiences for children.

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

- Staff should continue with their plans to review how they plan and assess learning.
- Continue to help children understand and develop skills for life, learning and work.

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

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

| Quality indicators for the primary stages  | Evaluation       |
|--|------------------|
| <b>Leadership of change</b>  | <b>excellent</b> |
| <b>Learning, teaching and assessment</b>   | <b>very good</b> |
| <b>Raising attainment and achievement</b>  | <b>very good</b> |
| <b>Ensuring wellbeing, equality and inclusion</b>  | <b>very good</b> |
| Descriptions of the evaluations are available from:<br><a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a> |                  |

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

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/8626626>



### 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.

Monica McGeever  
HM Inspector





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

**On: 22 August 2019**

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

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**Heading: Proposal to consult on a catchment review affecting Inchinnan Primary School and Rashielea Primary School.**

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## **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 Inchinnan and Rashielea Primary Schools.
- 1.2 In accordance with the Schools (Consultation) (Scotland) Act 2010 (referred to as the "2010 Act"), this report seeks approval to consult on the proposal to revise catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.
- 1.3 The "procedures for consultation" document is attached to this report as Appendix 1. This document advises elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 1.4 The consultation document "The revision of catchment areas affecting Inchinnan and Rashielea Primary Schools" is attached to this report as Appendix 2. This document describes the procedures to be followed to ensure full compliance with the 2010 Act including: 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.

- 1.5 Subject to board approval of the proposal to consult, and a positive outcome from the consultation, the revised catchment areas could take effect from April 2020.
- 1.6 Whilst currently there are no completed house builds within the development, if in the future there are occupied houses before any proposal is concluded then all pupils living in affected addresses would be entitled to continue attending Inchinnan Primary school and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.

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

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.

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## **2. Recommendations**

- 2.1 The education and children's services policy board is asked to:
- approve the consultation procedures, noted in Appendix 1, relating to the proposal to revise catchment arrangements affecting Inchinnan and Rashielea Primary Schools;
  - approve the consultation document, "The revision of catchment areas affecting Inchinnan and Rashielea Primary Schools" attached as Appendix 2; and
  - agree that a report on the outcome of the consultation be submitted to the education and children's services policy board in March 2020.

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## **3. Background**

- 3.1. In the report "Developing the School Estate Management Plan (SEMP 2020)" it was noted that a new housing development is under construction within the catchment area of Inchinnan Primary School and that this development is adjacent to an existing development which is zoned to Rashielea Primary School. There are currently no house builds completed, therefore there are no pupils currently affected.
- 3.2. Assessment of planning data has been undertaken and this exercise has identified that the new housing development could generate approximately 49 additional pupils over a 6 year period.

- 3.3. The undernoted table demonstrates that there is no detrimental impact to either school as a result of this catchment review however, it also shows that the increased number of pupils is more comfortably accommodated within Rashielea Primary School.

| <b>Inchinnan Primary School</b>     | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Projected roll with new development | 147         | 162         | 173         | 181         | 188         | 183         |
| Percentage occupancy level          | 68%         | 75%         | 80%         | 83%         | 87%         | 84%         |

| <b>Rashielea Primary School</b>     | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Projected roll with new development | 288         | 272         | 266         | 263         | 267         | 279         |
| Percentage occupancy level          | 66%         | 63%         | 61%         | 61%         | 62%         | 64%         |

- 3.4. As there is sufficient accommodation within Rashielea Primary School to accommodate the number of pupils generated from this new housing development and pupils living in the existing Rashielea Primary School area, it is recommended that the boundary anomaly be addressed through a formal consultation to revise catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.
- 3.5. Provision for denominational primary pupils will remain as is, within St Anne's Primary School catchment. There is also no change to secondary provision these will remain as Parkmains High School and Trinity High School.

#### **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 proposal to revise catchment arrangements affecting Inchinnan and Rashielea 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.

- 4.5. The “procedures for consultation” document is attached to this report as Appendix 1. This document advises elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 4.6. The consultation document “The revision of catchment areas affecting Inchinnan and Rashielea Primary Schools” is attached to this report as Appendix 2. This document describes the procedures to be followed to ensure full compliance with the 2010 Act including: 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. Subject to board approval of the proposal to consult, and a positive outcome from the consultation, the revised catchment areas could take effect from April 2020.
- 4.8. If approved then all pupils living in affected addresses would be entitled to continue attending Inchinnan Primary school and if they are entitled to free school transport, in line with the Council’s transport policy, then this entitlement would also continue.

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

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.

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## Implications of the Report

### 1. Financial

If this catchment review is approved additional transport costs will accrue regardless of which school the development is zoned to. There is no safe walking route to Inchinnan Primary and the Council’s current policy provides transport to primary pupils residing more than 1 mile from their catchment school. Rashielea is more than 1 mile from the development.

Transport will be tendered in accordance with our procurement policies and costs may increase as the number of pupils increases per the table in 3.3.

### 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.

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#### **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

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IT/GMcK  
13 August 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 Inchinnan Primary School and Rashielea 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 Inchinnan Primary School and Rashielea 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 2 September 2019 and it will run until 4 November 2019;
- a public meeting will be held at Rashielea Primary School on 11 September 2019 to allow the proposal to be discussed and oral representations to be considered; and
- written representation should be made to The Director of Children's Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to [inchinnanreview@renfrewshire.gov.uk](mailto:inchinnanreview@renfrewshire.gov.uk), no later than noon on 4 November 2019.

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 March 2020.

## **THIS IS A CONSULTATION DOCUMENT**

### **Proposals relating to:**

#### **The revision of catchment areas affecting Inchinnan and Rashielea 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 report seeks approval to consult on the proposal to revise catchment arrangements affecting Inchinnan and Rashielea 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.
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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
- 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 New housing is currently under development within the catchment area of Inchinnan Primary School. However, this development is adjacent to an existing development which is zoned to Rashielea Primary School. There are currently no house builds completed.

- 4.2 Both developments are located in the general vicinity of Florish Road with the existing development to the North of the road and the new development to the South.
- 4.3 As the catchment boundary line between the two schools runs along this road a catchment review is required to rezone the new housing development from Inchinnan Primary School to Rashielea Primary School; thereby zoning all non-denominational primary school pupils in this area to Rashielea Primary School.
- 4.4 It is anticipated that the new housing development could generate approximately 49 additional pupils over a 6 year period. The undernoted table demonstrates that there is no detrimental impact to either school as a result of this catchment review, However, it also shows that the increased number of pupils is more comfortably accommodated within Rashielea Primary School.

| <b>Inchinnan Primary School</b>     | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Projected roll with new development | 147         | 162         | 173         | 181         | 188         | 183         |
| Percentage occupancy level          | 68%         | 75%         | 80%         | 83%         | 87%         | 84%         |

| <b>Rashielea Primary School</b>     | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Projected roll with new development | 288         | 272         | 266         | 263         | 267         | 279         |
| Percentage occupancy level          | 66%         | 63%         | 61%         | 61%         | 62%         | 64%         |

- 4.5 As there is sufficient accommodation within Rashielea Primary School to accommodate the number of pupils generated from this new housing development and pupils living in the existing Rashielea Primary School area, it is recommended that the boundary anomaly be addressed through a formal consultation to revise catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.
- 4.6 If approved, this catchment alteration would be implemented in April 2020.
- 4.7 Provision for denominational primary pupils will remain as is, within St Anne's Primary School catchment. There is also no change to secondary provision these will remain as Parkmains High School and Trinity High School.

## **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 There are currently no house builds completed, therefore there are no pupils currently affected. If however, at a later date any pupils are affected by this catchment review they would be entitled to continue attending the schools they are currently in. However, Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.

5.3.2 Pupils living in affected addresses would be entitled to continue attending Inchinnan Primary school and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.

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

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.

5.3.3 Renfrewshire Council's quality improvement framework supports all schools to improve and develop. Inchinnan Primary School and Rashielea Primary School 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).

5.3.4 This catchment review addresses a geographical anomaly which will allow all non-denominational pupils living in this new housing development the opportunity to attend the same non-denominational school as neighbouring developments.

- 5.3.5 In respect of accommodation, there is no detrimental impact to either school as a result of this catchment review. However, it is evident that the increased number of pupils is more comfortably accommodated within Rashielea Primary School.
- 5.3.6 Both schools deliver the full breadth of the curriculum. They provide spaces for teacher directed learning; breakout areas for independent or small group learning; and they facilitate the range of learning experiences necessary for the development of skills. This proposal will assist with effective class organisation models to support learning and teaching.
- 5.3.7 Both schools have sufficient playground and social gathering areas which provide for different kinds of play and easy access to outdoor learning opportunities. Garden areas are also provided to enhance pupil participation in outdoor education; further supporting learning about the natural environment.
- 5.3.8 Both schools are bright, naturally ventilated environments. They provide active and energetic learning opportunities which enhance the wellbeing of all users. Nurture and quiet spaces are also provided to support the emotional wellbeing of pupils with additional support needs in both schools.
- 5.3.9 Both schools have sufficient dining and PE facilities which are designed to meet the needs of the school community and both buildings are compliant with the provisions of the Equality Act (2010).

#### 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 Inchinnan 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 Rashielea 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 Inchinnan 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 – 5.3.9 above, Children's Services believe that reviewing catchment areas would enable the Council to plan more effectively and robustly as the challenge of rising rolls within the authority continues to emerge.

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## **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 their 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.
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## **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:



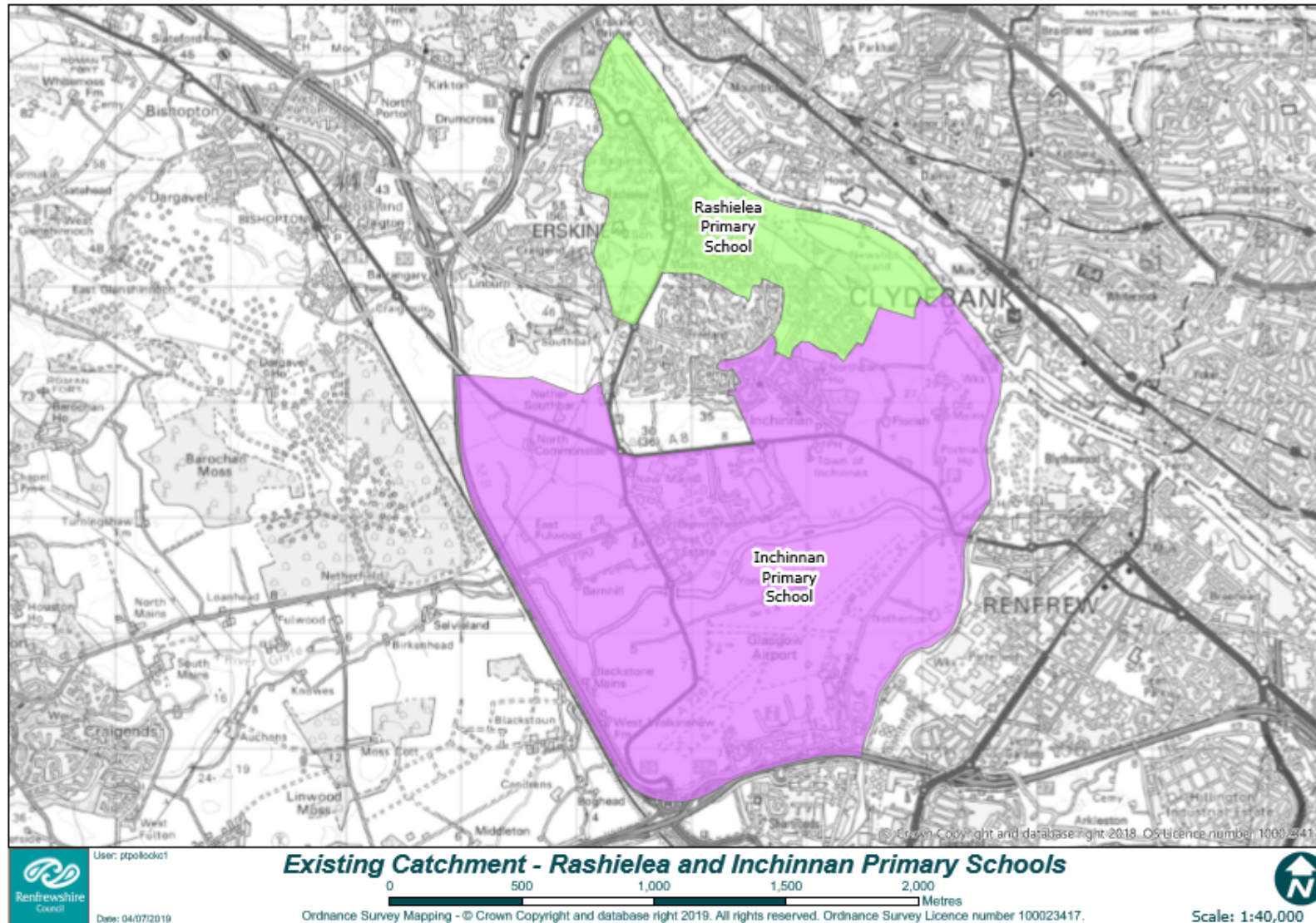
- a) written representations received by the Council from any person during the consultation period;
  - b) oral representations received by the Council from any person at the public meeting; and
  - c) the report provided by Education Scotland.
- 8.2 Thereafter the service will prepare a consultation 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.

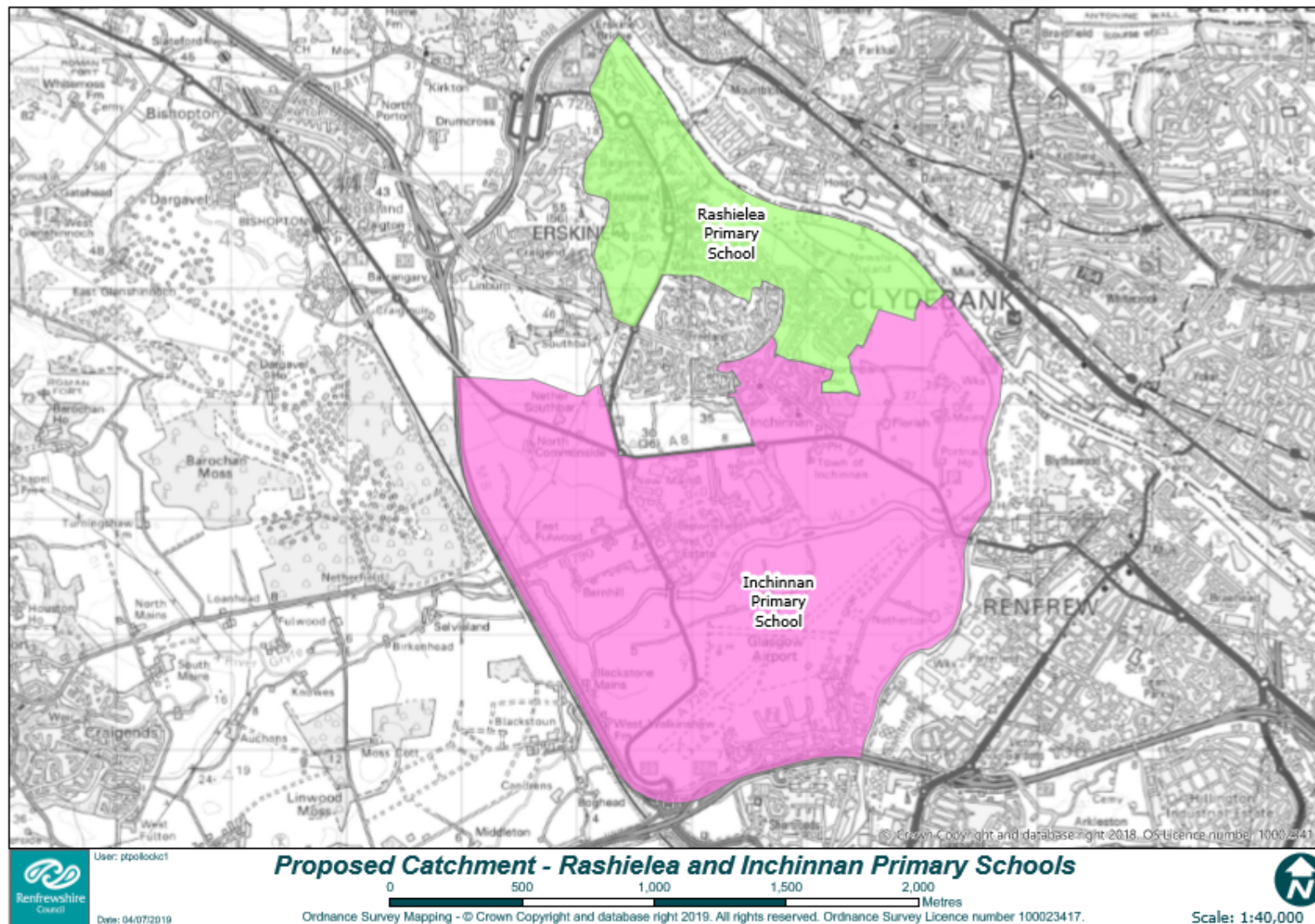
8.6 The time line and summary of the consultation process in respect of this proposal is set out below:

| Activity  | Date              |
|---|-------------------|
| Approval for consultation sought from Education and Children's Services policy board  | 22 August 2019    |
| <p>Consultation document to be issued outlining the proposal to:</p> <ul style="list-style-type: none"> <li>the parent council or combined parent council of any affected schools;</li> <li>the parents of the pupils at any affected school;</li> <li>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;</li> <li>the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>the staff (teaching and other) at any affected school;</li> <li>any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;</li> <li>the community council (if any);</li> <li>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;</li> <li>any other education authority that the education authority considers relevant; and</li> <li>any other community groups using any of the affected schools.</li> </ul> | 2 September 2019  |
| Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.  | 2 September 2019  |
| <ul style="list-style-type: none"> <li>Public consultation meeting held to consult with affected community in Rashielea Primary School at 7.00pm; and</li> <li>Questionnaire to go live on the Council website.</li> </ul>  | 11 September 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.   | 4 November 2019   |
| Report to Education Scotland on outcome of consultation.  | 25 November 2019  |
| Response from Education Scotland on outcome of consultation.  | 17 December 2019  |
| Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.   | March 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.  | March 2020        |

## Existing Catchment – Rashielea and Inchinnan Primary Schools



## Proposed Catchment – Rashielea and Inchinnan Primary Schools



**Catchment Review:**        **Streets Affected – Inchinnan Primary School with  
Rashielea Primary School**

**Addresses allocated at July 2019**

|                  |
|------------------|
| Berchanshaw      |
| Cairnmaith       |
| Inchbrae         |
| Inchmeall        |
| Pettcairn        |
| Templar Crescent |
| Teucheen Circle  |

**Note: Construction has yet to commence at this development and more addresses may be added to this list, which fall within the boundary of this development.**






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

**On:** **22 August 2019**

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

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**Heading:** **Response to proposal to consult on a catchment review affecting Bishopton Primary School and a New Primary School to be built at Dargavel Village**

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## **1. Summary**

- 1.1 On 17 January 2019 the education and children's services policy board agreed to a formal consultation on a proposal to review catchment arrangements affecting Bishopton Primary School and a New Primary School to be built at Dargavel Village.
  - 1.2 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
  - 1.3 The consultation formally opened on 5 February 2019 and closed at 12 noon on 26 March 2019.
  - 1.4 The purpose of this report is to provide the education and children's services policy board with recommendations which recognise the issues raised, comments made and responses provided, in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as Appendix 1 to this document.
  - 1.5 The outcome of this consultation demonstrates support for the proposal and the education and children's services policy board is therefore asked to approve the recommendation to alter the catchment areas affecting Bishopton Primary school and a New Primary School to be built at Dargavel Village to create a natural geographical boundary which will allow all non-denominational pupils the opportunity to attend a local non-denominational school in Dargavel Village.
-

## **2. Recommendations**

- 2.1. The education and children's services policy board is asked to:
- note the issues raised through the formal consultation detailed in Appendix 1;
  - note the comments made by Education Scotland in relation to the educational benefits of the proposals detailed in Appendix 6;
  - approve the revised catchment arrangements affecting Bishopton Primary school and a New Primary School to be built at Dargavel Village; and
  - approve the implementation of the catchment changes following construction of the new school.
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## **3. Background**

- 3.1 As part of A Minute of Agreement Under Section 75 of the Town and Country Planning (Scotland Act) 1997 between Renfrewshire Council and BAE Systems (Property Investments) Limited in November 2012 agreed the creation of a new housing site at the location of the former Royal Ordnance Factory (Bishopton). Within this agreement BAE Systems (Property Investments) Limited undertook to build a new primary school. The site location is currently referred to as "Dargavel Village". It is recognised that currently there are no catchment arrangements for any new school.
- 3.2 The education and children's services policy board agreed to a formal consultation on the proposal to review catchment arrangements affecting Bishopton Primary School and New Primary School to be built at Dargavel Village.
- 3.3 Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as Appendix 2.
- 3.4 The consultation formally opened on 5 February 2019 and closed at 12 noon on 26 March 2019.
- 3.5 Responses to the proposal to review the catchment areas affecting Bishopton Primary school and a New Primary School to be built at Dargavel Village are contained within Appendix 1 to this report.
- 

## **4. Consultation**

- 4.1. Following agreement to consult on the proposal to review catchment arrangements a consultation document was issued to parents and interested parties affected by the proposals.
- 4.2. The consultation document invited members of the public to respond to the proposals either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of children's services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
- 4.3. A public meeting was held for parents and members of the public as part of the consultation process on 5 February 2019.



A brief presentation was made by officers from children's services to outline the background to the proposal, highlighting the impact this would have on the school community. Questions were invited and notes of the questions asked and the answers provided by education officers were recorded.

- 4.4. A report on written responses received and comments made through the Council's online survey is attached as Appendix 1 to this report.

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## **5. Comments and observations arising from the consultation**

- 5.1. During the course of the consultation, questions were raised regarding how the Council would progress this proposal. Appendix 1 to this document, "Response to the consultation on the proposal to review catchment arrangements affecting Bishopton Primary school and a New Primary School to be built at Dargavel Village ", details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as Appendix 6. A summary of this finding is noted below.
- 5.2.1. Overall, Renfrewshire Council's proposal to review the catchment area of Bishopton Primary School and a new primary school to be built at Dargavel village offers potential educational benefit by providing a newly built school in Dargavel Village whilst also addressing capacity issues at Bishopton Primary School.
- 5.2.2. The proposed boundary between the two catchment areas is clear, has the support of most stakeholders and is likely to provide for safe walking routes to school.
- 5.2.3. There is an ongoing need to ensure full and clear communication with stakeholders, including parents of current and future pupils of both schools, with regard to the location and development of the new school and the transition process for children. There will also be a need to work with both schools and relevant stakeholders to support community coherence once the new primary school opens.
- 5.3 Children's services will continue to ensure the points raised in 5.2.3. above, are taken forward with the schools and community.

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## **Implications of this report**

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

**3. Community/Council Planning**

Our Renfrewshire is thriving

- All non-denominational pupils within the defined area will have the opportunity to attend a new primary school.

Creating a sustainable  
Renfrewshire for all to enjoy

- The travel distance to and from school will be reduced.

**4. Legal**

Renfrewshire Council will adhere to the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act) in respect of any proposals that alter education provision.

**5. Property/Assets**

Through its school estate the Council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.

**6. Information Technology**

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. An equalities impact assessment is attached as Appendix 5 to this report.

**8. Health and Safety**

None.

**9. Procurement**

None.

**10. Risk**

None.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

**13. Climate Risk**

None.

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**List of Background Papers**

- (a) Background Paper 1: Proposal to Consult on a Catchment Review Affecting Bishopton Primary School and a New Primary School to be built at Dargavel Village

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 Alison Gallagher, Resources Manager, 0141 618 7240, [alison.gallagher@renfrewshire.gov.uk](mailto:alison.gallagher@renfrewshire.gov.uk)

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***Children's Services***

AG/GMcK/LG

13 August 2019

**Author:** Alison Gallagher, Resources Manager, 0141 618 7240, [alison.gallagher@renfrewshire.gov.uk](mailto:alison.gallagher@renfrewshire.gov.uk)

## Response to the consultation on the proposal to review catchment arrangements affecting Bishopton Primary school and a New Primary School to be built at Dargavel Village

### 1. Consultation Process

- 1.1. Following agreement to consult on the proposal of a catchment review affecting Bishopton Primary School and a New Primary School to be built at Dargavel Village a consultation document was issued to all interested parties.
- 1.2. A consultation meeting was held with parents and members of the public and a meeting was also held with staff from the affected school.
- 1.3. The consultation formally opened on 5 February 2019 and closed at 12 noon on 26 March 2019.
- 1.4. Copies of the consultation document were issued to parents of every pupil in attendance at Bishopton Primary School and St John Bosco Nursery Class, Cairellot Nursery, Enchanted Forrest Nursery and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of children's services.

### 2. The Consultation

A number of written responses were received from interested parties registering their comments on the proposal. The following is a breakdown of responses that were received:

| Category              | Number of Responses | Type of Response                |
|-----------------------|---------------------|---------------------------------|
| Parents               | 46                  | on-line survey or questionnaire |
| Pupils                | 1                   | on-line survey or questionnaire |
| Renfrewshire Resident | 17                  | on-line survey or questionnaire |
| Renfrewshire Resident | 1                   | e-mailed question               |

- 2.1. The public meeting was held in Bishopton Primary School on 5 February 2019 and was attended by 62 members of the public.
- 2.2. A note of the meeting was taken and can be obtained by request to the director of children's services and can be viewed on the Council website.
- 2.3. Arrangements were made to consult directly with the staff at the school.

### **3. Analysis of key issues raised during the consultation**

- 3.1. 1 general enquiry was received and 64 responses were received via the on-line survey.
- 3.2. 54 responses (86%) were supportive of the proposal and 10 (16%) responses were against.

### **4. Response to key issues raised during the consultation**

#### **4.1 Questions, comments and responses from online survey have been summarised under headings below:-**

##### **Catchment**

##### **Comments:-**

- It leaves the current catchment area for my child unchanged.
- The area Dargavel covers large enough for the school being built.
- With the number of houses being built in Dargavel, and them calling themselves an outright village it seems only right that they have their own catchment area for their school and Bishopton Primary remains as just Bishopton for the catchment.
- Bishopton Primary School should remain as a catchment for Bishopton pupils and Dargavel Primary School for Dargavel Village pupils.
- I do not agree that the railway line is the natural boundary, the natural boundary is the original village.
- Logical and sensible proposal of position of new catchment boundary lines.
- Living in the North of Dargavel we are closer to Bishopton Primary School than the new proposed school.
- I feel it gives a clear natural boundary.
- I bought my home in Dargavel on the basis that I was buying a home in a new village with a custom built primary school. The catchment area reflects this boundary very well.
- Natural and logical geographical boundary.
- Under The proposed catchment area I would fall into Dargavel School however I don't live in Dargavel.
- New school will be closer to home for grandparents to pick up/drop off.
- Common sense dictates that with a new educational establishment pareneteres have to be established and set in order that the correct number of children are allocated to each school to maximise education and teacher: child ratio.
- I would like the catchment for Bishopton Primary School to remain as it is (the original village) and the new school to be for residents of Dargavel.
- I am in favour of catchment review as I'd like to be able to keep my daughter in Bishopton primary school despite living close to the new dargavel school.
- Makes sense for the catchment to be based on the new houses within Dargavel Village.
- It makes sense for Bishopton children to go to Bishopton Primary and not have to go to the new village of Dargavel.
- The proposal means people within Bishopton will still attend Bishopton Primary.
- Minimal disruption to bishopton village and ensuring that children with bishopton village are able to attend bishopton primary.
- Dargavel is now it's own village and needs its own school.
- When new school is built pupils should be moved to their catchment area.

- The development continues to grow - so it would make much more sense to allow Dargavel to have access to the new school and build with sufficient capacity for the finished development.
- Children in houses that were part of the original village (eg Hamilton Cres) would have to walk the furthest distance to the school, if they are then taken by car to school they would have to drive past Bishopton Primary to get to the new school.
- The new school should be for dargavel village only and bishopton for village only.
- New catchment area needed to service and cope with new housing development.
- The way in which the split has been decided is the fairest way although it does create a divide.
- The catchment suggested is the most sensible way to split.
- It makes sense for Dargavel children to go to school in their own village of Dargavel.
- Natural line of railway ensure children are not required to cross this to reach school.
- Why does Bishopton primary not have a catchment area currently? There are kids at the school who live in paisley and port glasgow.
- EXPECTATION - The railway line is a natural split across the two villages and it was always an expectation that living in bishopton meant going to bishopton school - not darvgavel.
- Our kids can walk to school currently, the new school is too far from us therefore we would put in a in a placing request to keep them in Bishopton Primary if needed. It's all about proximity, encouraging daily activity by walking to school and independence in the children.
- It is difficult to object to the proposal when there isn't an alternative being mooted ?
- Having attended the meeting it felt like a decision was already made and the idea that it was a consultation was not accurate. It seems like this catchment has already been decided.
- It makes sense to have the proposed catchment area.
- Greenock Road makes a natural boundary.
- Is the most logical way to do it. The new catchment area for Dargavel and the number of properties it covers will probably mean the new Dargavel school will be over subscribed as it is and to increase the catchment area would place a burden on the school.
- While we appreciate that a catchment review is necessary given the ever expanding roll of the current school it is a shame that it in essence separates old from new.
- We very much welcome being given the option of which school our child, currently P3, will attend.

R: Renfrewshire Council welcomes input from all parties and will give careful and sensitive consideration to the points noted above. To allay any concerns Children's Services will work closely with the head teacher of Bishopton Primary School and the new school to ensure that the school community understands the choices available to the pupils potentially affected by this proposal (as described in section 6.6 of the original consultation document) which states: *"If the proposal is approved then all pupils living in affected addresses attending Bishopton Primary School would be entitled to continue attending and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue."*

Joint working for community schools is an important factor in not creating division. We are confident both schools will work together to manage educational experiences.

A change in the catchment area will not have a detrimental effect on teaching arrangements, reduced teacher numbers.

A catchment review means that all pupils living in Dargavel Village will have the opportunity to attend their local non-denominational primary school and have the opportunity to do so through safe walking routes to school.

## **Building**

### **Comments:-**

- A single school should be built for all.
- There is no requirement for a catchment review. Just build a new Primary School for Dargavel Residents only.
- The proposed 2 stream school is not large enough for whole of Dargavel.
- All children should benefit from having a new school.
- A more personalised and family/pupil friendly school.
- A new school should be built but for occupants of Dargavel village only.
- A school has to be built to cater for the amount of children in the future, or a single stream school when potentially 100 per year.
- New school buildings are a boost to our children's education and motivation to learn.
- With Dargavel having another 7years of build ahead I cannot see how the new school can cope with the potential numbers.
- The ROF playing fields should have been earmarked for the new school location therefore it would have been more central. The old school and its grounds could then have been redeveloped into a sports facility for the village. It seems that unless you live in the new Dargavel, which is not a village in its own rights (this was the initial mistake made when naming the area this has caused the initial divide), you will feel no benefits within the existing community. I do not believe that the proposals have been thought through carefully enough.
- Although I don't have an issue with the proposed catchment line. The size of new school is too small. This may have been based on original Dargavel village plan however since then 3 proposed industrial areas are now going to be houses. Size of school should be increased to accommodate for growing village.
- Recognise the new school is being built by the developer for the new houses and this is their sole obligation.
- Children not living in dargavel should not be forced to attend a school on contaminated land.
- While residents of Bishopton have moved across to Dargavel others did not like the thought of building on 'contaminated land' and the latter should not require to send their children to a school built on such land.
- Dargavel others did not like the thought of building on 'contaminated land' and the latter should not require to send their children to a school built on such land.

- Why do you want to take survey when it was in the original plan to build a school in Dargavel Village? This seems to be in the best interest of few individuals who wanted to swindle money and fill their pockets by using the land allocated for building the school for building more houses. Just the same way you got away with not giving the land to the church that was in the original plan. STOP the survey and START building the school.
- Quality of Education and School infrastructure.

R: The developer's obligation in terms of the Section 75 agreement is to provide a school for the number of houses built within the Dargavel Village. The new school is being designed in line with Scottish Government guidance and council roll projection methodology. The design development of the new building would reflect input from Children's Services and accommodate the full range of provisions for curricular and extra- curricular activity.

## Community

### Comments:-

- The new catchment will split up friendships.
- To find out if our kids will be continuing at Bishopton Primary School.
- Splitting the village. The community works better as a whole.
- Where the new school is to be located further divides the village from Dargavel we are all meant to be the same village.
- Creating a divide between the two ends of the village.
- My child is currently at nursery with other children who will go to this school and I would rather my child was kept with them rather than being split up.
- Splitting the village will exasperate the them and us situation which already exists between the original Bishopton and new Dargavel area of Bishopton.
- It divides the community of Bishopton.
- While there appears to be a keenness from some quarters to merge Bishopton / Dargavel they are two quite separate entities and would benefit from their own schools.
- Residents should be given the choice which school their kids go to.
- Splitting of friendships and mental health issues arising from this.
- CHILDRENS FRIENDSHIPS - Its important for children to be able to go out and become independent playing with other children. Splitting bishopton catchment across bishopton would limit opportunity for children to become independent.
- I moved to Bishopton for the village feel - part of the appeal was the school.
- Two schools will create an "us and them" situation. One school would help integration.
- Will be good for Dargavel Village.
- Community integration.
- In order to maintain some form of community spirit across the two schools can we ask that Renfrewshire Council and the two schools look at ways to link the schools together, eg maintain existing school house structure (eagles, hawks etc).

R: If the approval to proceed is secured the head teachers of both schools will work with staff, parents and pupils to ensure a successful and respectful transition.

The Council acknowledges both school communities require to build relationships, interactions and quality education. Through a process of transition of the current pupils the experiences can be celebrated through a wide range of educational activities involving all partners of the schools.



Placing request legislation allows for parental choice in relation to choosing a school.

## Development

### Comments:-

- All Dargavel addressed in catchment area for new school...houses bought in Dargavel on promise of new school deciding/contributing factor for most buyers.
- Dargavel is marketed as a separate village to Bishopton, it should have its own identity.
- People Who bought houses in Dargavel bought expecting a new school within their estate.
- The North of Dargavel is much closer to Bishopton Primary than the proposed site of the new school. Also residents in parts of the north (TW/Cala) were advised on purchase that they would remain in the Bishopton catchment area.
- Avoids contaminated land issue for people not wanting to live on contaminated land.

R: The developer's obligation in terms of the Section 75 agreement is to provide a school for the number of houses built within the Dargavel Village. The new school is being designed in line with Scottish Government guidance and council roll projection methodology. The design development of the new building would reflect input from Children's Services and accommodate the full range of provisions for curricular and extra- curricular activity.

## Existing School Impact

### Comments:-

- Existing school crowded with 'temporary' classes added into playground.
- Current school over crowded. Affecting lunch/play times and class sizes.
- Too many pupils already attending bishopton primary.
- Bishopton Primary is old building.
- My son is currently in P2 and when he started last year the enrolment for p1 alone was 104 kids. The school is for to burst and in areas is run down. The volume of children now attending will speed up this deterioration.
- New school is required as despite claims the current school is overcrowded.
- Bishopton Primary is too small to cope with the amount of new children from the new Dargavel Village.
- Ridiculous that thousands of houses were allowed to be built with no provision for a school already in place.
- I believe the village needs 2 smaller schools not one large one.
- A new school is needed due to huge classes in p1.
- I am for the review of the catchment area as my Daughter attends the Primary School and I feel it is overcrowded and becoming unsafe and unmanageable with the amount of adults entering the playground.
- Current school is not big enough for the whole area.
- Developers told no capacity at primary prior to starting construction of Dargavel .
- There are too many children in the infant department in Bishopton primary already.
- Current school overcrowded.
- Lack of facilities in existing school as all rooms converted for classes, losing dedicated music and art rooms.
- Bishopton Primary is at full capacity.
- Splitting the school will also help child to teacher ratios.
- Bishopton school can not cope with capacity. It's sub optimal.
- There is nothing mentioned about repairs and upgrading of existing Bishopton primary. This risks them and us. Despite the sacrifices the primary school has made to accommodate extra pupils. For example no desks in p1.
- The children have a right to the best education we can provide and I do feel the impact of the increase in numbers and the added pressure and demands on the school and community as a whole are not beneficial to my child.
- Current school should only be for bishopton children. Dargavel children should go to new primary school. Less disruption for the kids and they aren't all squeezed into the one.
- Bishopton Primary is a great school - it would be ashame to lose that in a big combined school.
- Classes in existing school being halved when new school opens.
- Bishopton Primary is almost full.
- Not enough IT/ resource equipment for amount of pupils.
- Overloaded classrooms.
- Relieve pressure on existing Bishopton Primary School.
- Looking at the Village as a whole and basing the catchment on proximity to the schools will ensure both schools have good numbers (lots of young families moved into Dargavel) and will ensure long term sustainability of both education facilities.
- There are accidents in the infant playground daily, this will only get worse as more kids join the school.
- Something needs to be done to cut numbers at current Bishopton school.

- Bishopton primary is run down and requires investment to modernise it and provide better facilities.
- Bishopton Primary also needs a good refurb. It's the building that I attended 40 years ago. It's run down and needs new facilities.
- No provision for old Bishopton primary to look at repairs we need having housed additional pupils.
- I would hope the new school opening would assist the capacity issued particularly in lower primaries at Bishopton. I would say that Bishopton primary should not be forgotten in terms of renovation as it has been well used by huge amounts of children in recent years.
- Current school overcrowded.
- I attended the consultation meeting and am not confident the suggestions made will be given due consideration. This process also does not allow for suggestions, only capturing reasons for position. I would therefore like to use this section to support one of the suggestions made that the two schools are viewed as the one campus with two buildings and a shared management team. This will remove divisions within the village and allow pupils from both catchment areas to benefit from shared new facilities; particularly as there was little commitment from the Head of Schools to invest in Bishopton Primary which has had little investment and modernisation since I attended 30 years ago, is becoming increasingly run down and is significantly below the standards and environment required for children to learn and grow.
- The Bishopton Primary School is just overloaded with too many kids.
- The existing school is old and tired and not fit for purpose
- I have already had correspondence with Derek Mackay who in turn forwarded these to Mr Gordon McKinlay only to be told a reply to the points raised would "not be appropriate at the time". As yet I have never received any further comments to the points I raised. I mentioned, as a perfect example of a new primary school in Crieff. I received no comment regarding that. We take our grandsons to school several days each week and standing in the playground looking at the existing school just reinforces the fact the school is tired and not fit for modern education purposes. Having two schools will surely create two communities and an "us and them" situation with the children. One new school in Dargavel for ALL the village away from the main A8 road is a far safer environment and would solve the ridiculous parking situation that exists in Old Greenock Road and no children charging down the Ashy Path at home times towards the main road.

For many reasons we should have One School

- Need a new school.
- Too many pupils in bishopton primary.
- No funding of Bishopton Primary
- The existing school is choked - access is increasingly difficult and infant playground overcrowded.
- Children deserve space to learn and grow within the school estate, however increasing roll will reduce amenities.
- Larger class sizes are contra to Scottish Government's stated aims to reduce numbers, in order to maximise learning and close attainment gap.

- The current Bishopton primary has been under tremendous infrastructure and resource constraints to cater for Bishopton residents and our new neighbours at Dargaval. It is concerning that the proposal does not offer any funding or investment in the existing primary school. The idea that, once Dargaval school is open and Dargaval-catchment students redirected there, all of Bishopton Primary's problems will disappear is illogical. These are long-term infrastructural issues. The new village has availed of this resource for years and now needs to help address the problem with financial investment.

The proposal to offer current students (and their siblings) the option to attend Bishopton primary even after Dargaval school is open is a fair one and does much to integrate both communities. However, this needs to work both ways and there should be a commitment that a certain percentage (no less than 10%) of available places at Dargaval be ringfenced for Bishopton residents each year.

R: Renfrewshire Council considers 3 core facts in relation to school buildings. The current condition rating for Bishopton Primary is "B" satisfactory.

The development of a new school will assist with the current pressures facing Bishopton Primary School in relation to numbers of pupils attending. Additional temporary accommodation and resources have been provided to relieve pressures. The department continues to monitor roll projections for this school.

The Council continues to provide repairs and maintenance support to the school and prioritises works in line with budget priorities.

The Council budget agreed in February 2019 advised of further investment for refurbishment of Bishopton Primary School.

## Miscellaneous

Comments:-

- A small village fighting over limited resources from education.
- This is and has been a priority for a number of years and action is required.
- The suggestion has been made that children from Dargaval will not be made to leave the original school does this not contradict what is being achieved.
- The new school should be for ALL the village. Two schools surely means duplication and more costs

R: BAE is building a new school based on the number of houses they are creating within the Section 75 agreement. The new school is being delivered earlier than the timescales provided within the agreement.

Both schools will continue to receive equal support in terms of resource provision provided to all schools within Renfrewshire.

Transition arrangements will be put in place. We are not asking those already in the school to move, although they are free to do so if they wish. Where there are siblings in the school they will have the choice to attend Bishopton Primary school. There will be no requirement for two children to be at different schools. This process will be managed with parents.

Placing request legislation allows for parental choice in relation to choosing a school.

## Safety / Transport

### Comments:-

- WALK UNDER DANGEROUS NARROW TRAIN TUNNEL - I live in bishopton and I don't want my children to have to walk under the dangerous train line to get to school, or have to get a bus. Nice safe walk at present.
- For safety reasons the proposed catchment area should be agreed. The less children walking over main roads etc to get access to a school the better. Makes sense for the Dargavel residents have safe access to a school within a reasonable walkable zone.
- It makes sense as travelling across the railway line would be awkward and potentially dangerous.
- It's safer for children in dargavel to go to the new school as the don't have to cross a busy main arterial route.
- The main road dissecting bishopton is particularly busy and I would have concerns about children from Dargavel crossing this road to attend bishopton.
- Bishopton primary is five mins walk from my house.
- Dargavel children need a school closer to their area.
- QUALITY OF LAND - I bought my house in bishopton despite it costing significantly more than equivalent in darvgavel as I do not want my children on contaminated land. People who have already bought houses in darvgavel obviously have no concerns.
- My daughter can walk to school in P6/7. It would be too far for children from my street to walk to a school in Dargavel.
- Concern re traffic congestion on Old Greenock road, inconsiderate parking in wrong areas due.
- Allows pupils in new proposed catchment area to be within walking distance of new school, therefore reducing traffic.
- Means my child can still walk to school safely & provides exercise.
- Travel Distance.
- Avoids walking across extremely busy road & under train tunnel which is dark & narrow & busy with traffic going between car parks.
- The Walking distance from my home to the School is 0.9 miles and makes it difficult to commute during winter months.
- No safe walk/route from old bishopton to dargavel.
- Greenock Road is a busy road and as few children should've to cross it as possible.
- Having one school not adjacent to a main road is a safer environment for children.
- We are currently located in easy walking distance of current primary school, and would remain so after the boundary
- I agree that the catchment boundary line should be the existing railway line. This will encourage school children to walk to a nearby school promoting a healthy lifestyle.
- My daughter's (x2) grandparents live close to the current school and they will often take them to and collect them from school.
- A local school for local children will discourage car "drop offs and pickups" improving local and national air quality.
- Safe walking routes between where we live in 'old' bishopton to where the new school is to be located are minimal and in some cases perhaps not fully safe - I would prefer my children to stay away from the railway line.
- My wife and I child mind our two granddaughters, one will be attending Bishopton primary school next year. As we live about a quarter of a mile from the school it's down to us to collect her from school at the end of the day.

- If my children were to attend the new school, I would envisage requiring use of a vehicle more often, during winter and bad weather, which goes against the encouragement of children walking to/from school and increases the number of vehicles at a school.
- Less traveling for the kids.
- My mother (who will often collect my children from school) does not drive, and she is currently a 5 minute walk from the current school, but a lot further away from the new school and I can't expect her to walk that far with two young children, especially in bad weather.
- Increasing housebuilding will bring increasing congestion to roads leading to school, exacerbating existing problems.

R: We have to consider safe walking routes / transport implications. We want to encourage walking as much as possible and consider revenue implications for transport.

The location of the current school and the new school will provide safe walking routes within both of the catchment areas being proposed.

### **Secondary Provision:**

Comments:-

- Moving on to high school, there will be too many pupils for erskine.
- I am interested in the impact the increasing roll of Bishopton Primary and in the future Dargavel Primary will have on Park Mains High School. While this focuses on Primary education and think it would be remiss not to consider secondary education too.

R: Renfrewshire Council's model for roll projection has been used to determine future rolls for primary and secondary establishments. The new school and any future expansion to Parkmains High School will be informed by this data.

### **Staffing**

Comments:-

- No consideration of the existing school/staff and what this will mean for them.

R: With regard to staff employment this would be given early consideration prior to the opening of the new school to ensure that relevant staff were secured. With regard to staff reductions it should be noted that the Council has a policy of no compulsory redundancy for permanent employees which would allow for negotiated re-deployment where appropriate.

### **4.3 Questions, comments and responses from written submissions**

Q: I would like to make a few points regarding the proposed new primary school and the existing school. Would such comments be considered at this stage given the closing date for the public consultation is today ?

R: This enquiry was received on 23<sup>rd</sup> February and was responded to advising that the consultation was open until 26<sup>th</sup> of March and the individual was also provided with link to the consultation questionnaire page.

#### **4.4 Questions, comments and responses from Pupils**

- C: Response from pupils attending Bishopton Primary School. All pupils and young children were consulted on the proposal and a concern regarding the impact on friendships was raised by pupils attending the school.
- R: If the proposal is approved by elected members the head teacher will ensure that pupils are informed of the rationale for the decision made. She will also ensure that it is explained that all pupils currently attending Bishopton Primary School will have the right to remain in the school.

## THIS IS A CONSULTATION DOCUMENT

### Proposals relating to:

#### **Catchment Review Affecting Bishopton Primary School and a New Primary School to be built at Dargavel Village**

#### **1. Introduction**

- 1.1 The Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”) makes provision for the consultation process that is to apply re: various proposals made by Councils for schools. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 1.2 This report seeks approval to consult on the proposal to revise catchment arrangements between Bishopton Primary School, the establishment of a new primary school to be built at Dargavel Village and the establishment of the catchment area for that new non-denominational school. Note that provision for denominational pupils within Dargavel Village will remain unchanged, within the St John Bosco Primary School catchment. 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 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 re: consultation on the proposal.

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 disagrees with the Council's determination under paragraph (a) or its decision as to whether to take action and makes representations about that, the Council may make a fresh determination if relevant information has been omitted and whether there is (in fact) an inaccuracy or make a fresh decision as to whether to take action.
- 2.3 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.
- 2.4 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:
- 2.5 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.

2.6 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.

2.7 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 The consultation document, attached to this report as Appendix 2, provides background information to the catchment review. It details the proposal and indicates a timeframe for implementation should the proposal be approved.

3.3 The consultation document also includes the Council's Educational Benefits Statement.

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### **4 Rationale for catchment review**

4.1 In November 2012 a Section 75 agreement between the Council and BAE Systems made provision for development of a new primary school within the "Dargavel Village" site. Any new primary school provision will require a defined catchment area.

4.2 It is therefore proposed that the new primary school be built in Dargavel Village with a defined catchment area. It is proposed that this be created with a natural geographical boundary line formed between the new school and Bishopton Primary School by the railway line adjacent to Dargavel Village development. This will minimise the impact on the existing Bishopton Primary School catchment and will only affect one existing address Sachel Court Avenue.

4.3 The impact of this proposal is illustrated through existing and proposed catchment maps for Bishopton Primary School and the proposed new primary school within Dargavel Village and is attached as Appendix 3 to this report.

- 4.4 Additionally, a list of addresses currently affected by this alteration is detailed in Appendix 4 to this report. It should be noted that as the development expands and additional addresses are created these will also form part of the new primary school within Dargavel Village catchment area.
- 4.5 It is proposed that, if approved, the catchment changes would be implemented to take affect following construction of the new school which is anticipated will be in 2021.
- 4.6 If the proposal is approved then all pupils living in affected addresses would be entitled to continue attending Bishopton Primary school and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.

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

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.

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## 5 Educational benefits statement

- 5.1 Under the 2010 Act where the Council has formulated a relevant proposal, the Council must prepare an educational benefits statement ("an EBS") in accordance with Sections 1 and 3 of the 2010 Act.

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.

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

- 5.1.1 This catchment review means that all non-denominational primary pupils living in Dargavel Village will have the opportunity to attend their local non-denominational primary school. Provision for denominational primary pupils will remain as it is currently, within St John Bosco Primary School catchment.

- 5.1.2 All pupils affected by this catchment review would be entitled to continue attending the schools they are currently in. However, Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.
- 5.2 Improvements in the curriculum:
  - 5.2.1 A new school building would be designed to support the full breadth of the curriculum. It will provide spaces for teacher directed learning; breakout areas for independent or small group learning; immediate access to the outdoors; and it will facilitate the full range of learning experiences necessary for the development of skills.
  - 5.2.2 The IT infrastructure within the school will contribute to the development of digital literacy and as IT becomes more mobile, the IT strategy will evolve to ensure it continues to meet the needs of the school community.
  - 5.2.3 Playground and social gathering areas will be designed to provide the most favourable play and learning environments; encouraging different kinds of energetic play and easy access to outdoor learning opportunities.
  - 5.2.4 Garden areas will be provided to enhance pupil participation in outdoor education; further supporting learning about the natural environment and environmental issues.
  - 5.2.5 Flexible working spaces and staff development facilities within the building will enhance collegiality and promote working practices which will respond to the expertise and interests of staff.
  - 5.2.6 The open environment will provide enhanced opportunities for formal and informal peer and management observations.
- 5.3 Providing greater personalisation and choice:
  - 5.3.1 The layout of the building will support staff to provide opportunities for pupils to take responsibility for their learning.
  - 5.3.2 Well planned storage solutions will support pupils to make meaningful choices and decisions about their learning.
  - 5.3.3 The open environment will allow for more active learning and support pupils in organising their own experiences.
  - 5.3.4 With immediate access to the outdoors, and minimisation of circulation spaces and doors, the building will support free flow learning.
- 5.4 Supporting the personal, social, health, emotional and additional support needs of children:
  - 5.4.1 A bright, naturally ventilated environment, which supports active learning, energises the learning community and will support the wellbeing of all its users.
  - 5.4.2 Dining areas will be welcoming, naturally ventilated areas with immediate access to outdoor dining and the IT infrastructure allows for cashless catering arrangements which will enhance the inclusive ethos of the school while supporting the efficient management of dining sittings.

- 5.4.3 PE facilities will be designed to meet the needs of the school community; providing for a range of indoor and outdoor activities and 2 hours of PE per week.
  - 5.4.4 Nurture and quiet spaces will be provided to support the emotional wellbeing of pupils with additional support needs.
  - 5.4.5 The building will be compliant with the provisions of the Equality Act (2010).
  - 5.5 Improving morale and ethos within the school:
    - 5.5.1 The design principles for the building will reflect the school's vision, values and aims and they will be informed by the school's socio, economic and cultural context.
    - 5.5.2 The open environment and assembly spaces will provide opportunities for whole school activity and the promotion of the school's promoting positive behaviour ethos.
    - 5.5.3 The open environment will enhance stage to stage transition and support positive caring relationship (buddy) systems across all stages of the school.
  - 5.6 Facilitating travel and transport arrangements:
    - 5.6.1 The new primary school within Dargavel Village will be within walking distance of the addresses affected by this proposal it will be possible for those pupils, who are currently transported to Bishopton Primary, to walk to school; encouraging a more active lifestyle which will improve the health and wellbeing of some pupils.
    - 5.6.2 Traffic management schemes will promote positive and considerate behaviour around the school grounds and safe drop off facilities to ensure appropriate levels of pedestrian / vehicular segregation.
- 

## **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 therefore be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.
- 

## **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;
  - 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 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;
  - 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.

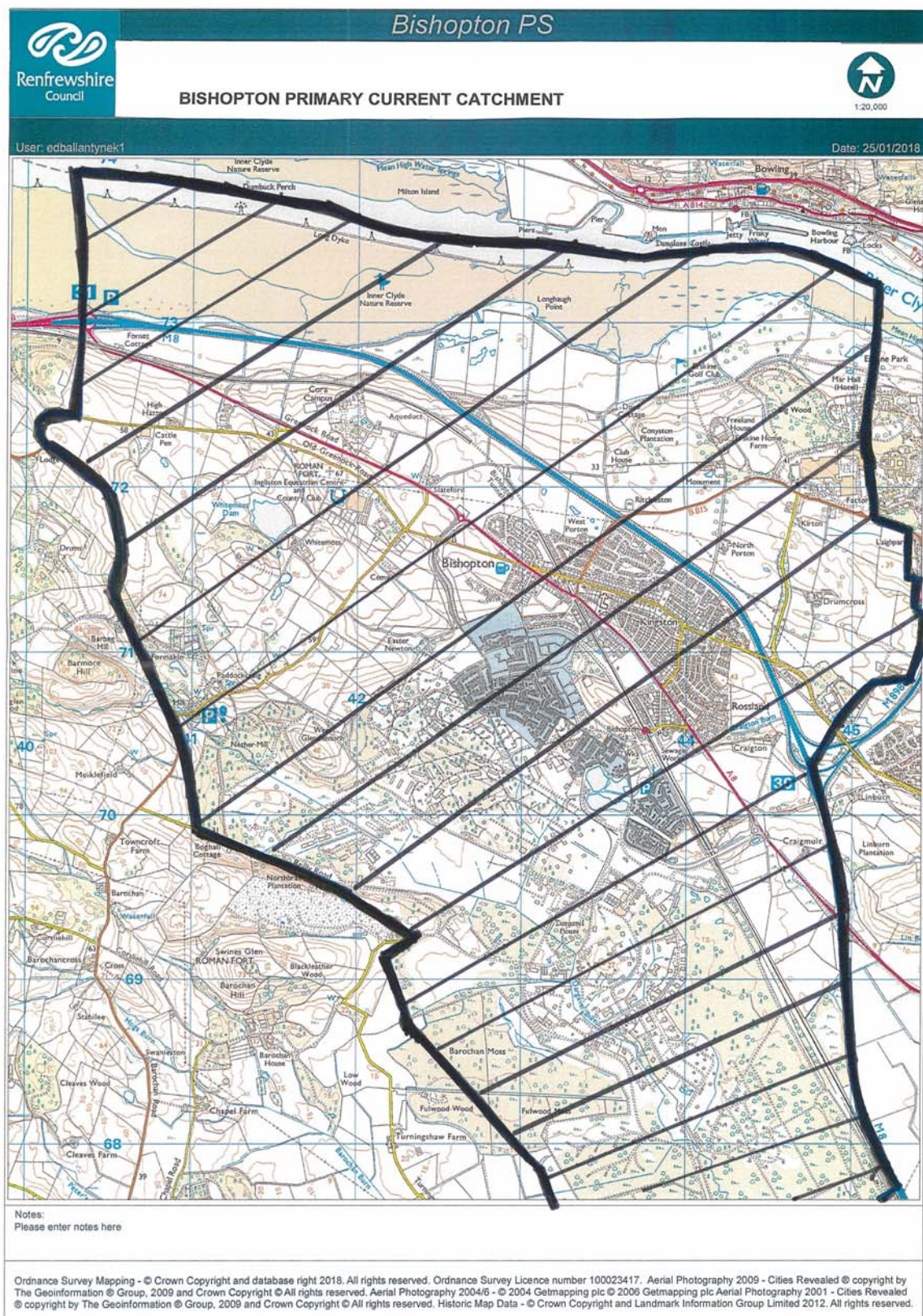
8.5 The Council must:

- 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.

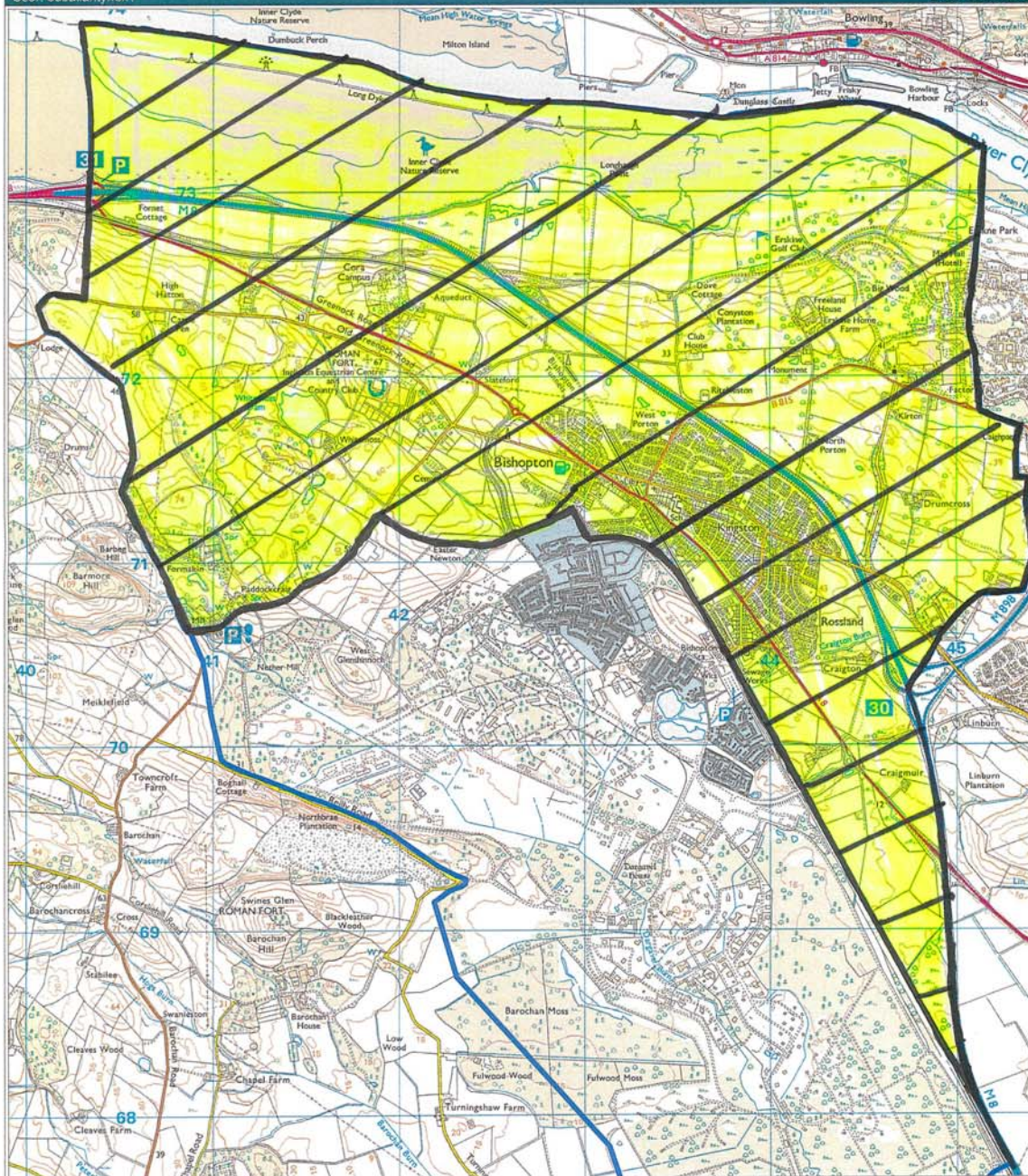
8.6 The time line and summary of the consultation process in respect of this proposal is set out below:

| Activity   | Date            |
|--|-----------------|
| Approval for consultation sought from Education and Children's Services policy board   | 17 January 2019 |
| <p>Consultation document to be issued outlining the proposal to:</p> <ul style="list-style-type: none"> <li>the parent council or combined parent council of any affected schools;</li> <li>the parents of the pupils at any affected school;</li> <li>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;</li> <li>the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>the staff (teaching and other) at any affected school;</li> <li>any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;</li> <li>the community council (if any);</li> <li>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;</li> <li>any other education authority that the education authority considers relevant; and</li> <li>any other community groups using any of the affected schools.</li> </ul> | 28 January 2019 |
| Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.   | 28 January 2019 |
| <ul style="list-style-type: none"> <li>Public consultation meeting held to consult with affected community; and</li> <li>Questionnaire to go live on the Council website.</li> </ul>   | 5 February 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.  | 26 March 2019   |
| Report to Education Scotland on outcome of consultation.   | 24 April 2019   |
| Response from Education Scotland on outcome of consultation.   | 17 May 2019     |
| Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.  | 22 August 2019  |
| Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.   | 29 August 2019  |





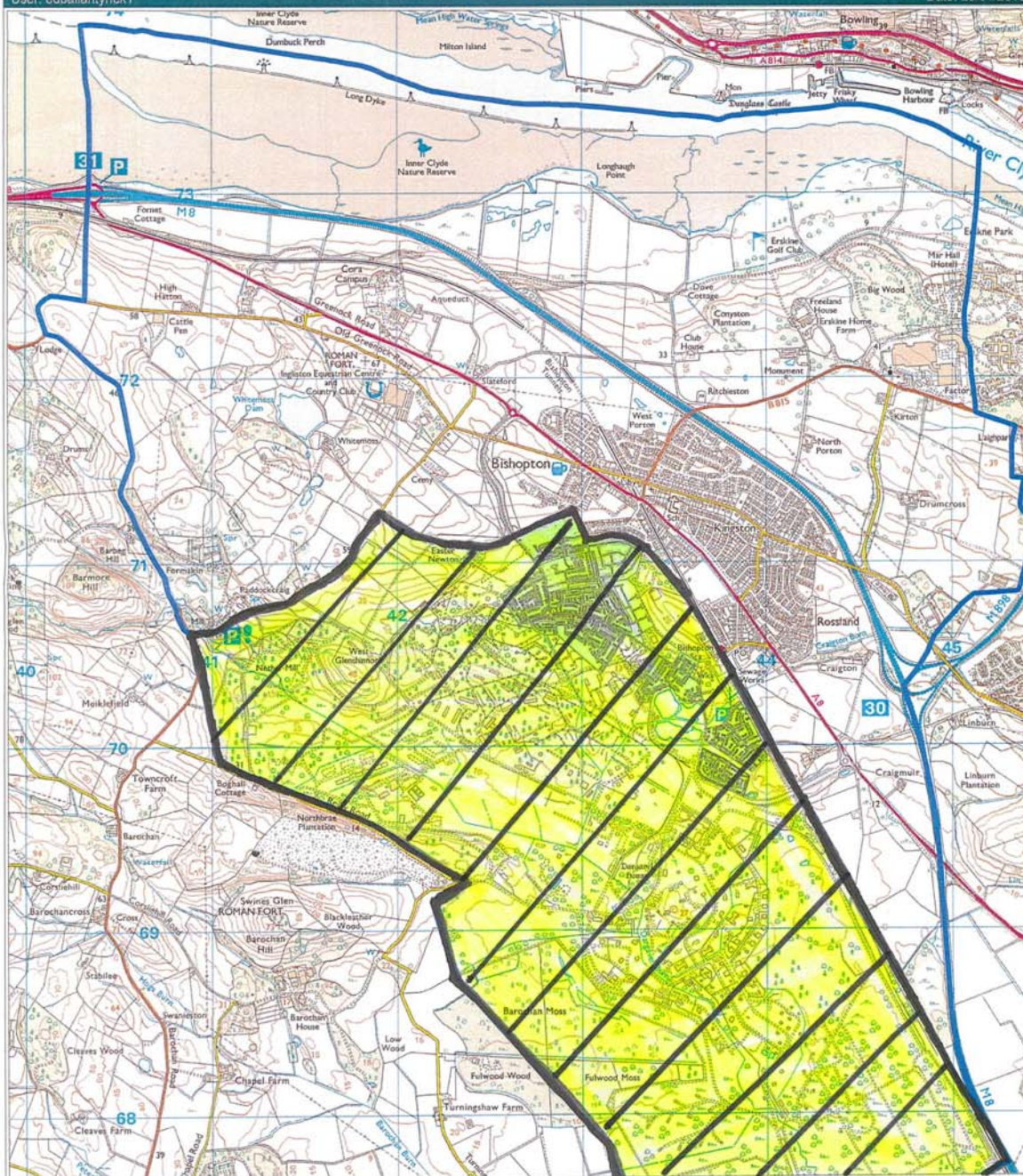




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**Streets Affected - Bishopton Primary School and a New Primary School to be built at Dargavel Village**

**Addresses at November 2018**

|                     |
|---------------------|
| Acer Drive          |
| Barbeg Crescent     |
| Barmore Crescent    |
| Barmore Drive       |
| Barmore Wynd        |
| Barrangary Road     |
| Boghall Drive       |
| Boghall Place       |
| Bolerno Avenue      |
| Bolerno Circle      |
| Bolerno Crescent    |
| Bolerno Gardens     |
| Bolerno Place       |
| Bolerno Wynd        |
| Cherrytree Gardens  |
| Craigmuir Drive     |
| Craigmuir Road      |
| Craigmuir Way       |
| Craigton Drive      |
| Crosshill Avenue    |
| Crosshill Mews      |
| Crosshill Road      |
| Crosshill Wynd      |
| Forge Crescent      |
| Forge Way           |
| Gatehead Avenue     |
| Gatehead Crescent   |
| Gatehead Drive      |
| Gatehead Grove      |
| Gatehead Wynd       |
| Lochside Avenue     |
| Lochview Wynd       |
| Millbank Avenue     |
| Millbank Circle     |
| Millbank Crescent   |
| Millbank Drive      |
| Mosshall Drive      |
| Northbrae Drive     |
| Slateford Road      |
| Sachel Court Avenue |

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

## Equality Impact Assessment relating to:

**Catchment Review: Bishopton Primary School and New Primary School to be built at Dargavel Village**

|   |  |
|---|--|
| Officer and department responsible for completing the assessment.                               | Alison Gallagher, Children's Services  |
| Name of policy, strategy or project.  | Proposal to consult on a catchment review affecting Bishopton Primary School and New Primary School to be built at Dargavel Village  |
| What is the main purpose or aims of the policy, strategy or project?                            | To create a catchment area for the new Dargavel village area.  |
| Who will be the beneficiaries of the policy/strategy/project?                                   | This strategy would specifically affect the Bishopton and Dargavel Village School communities.   |
| Has the policy/strategy/project been explained to those it might affect directly or indirectly? | <p>Yes. This has been undertaken through a formal consultation which highlighted the challenges to current catchment area.</p> <p>Written representation were made to The Director of Children's Services, Renfrewshire Council, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation was undertaken during February and March 2019.</p> <p>This included a public consultation meeting which took place on 5 February 2019; members of the public attended this meeting and no adverse responses were received in this respect. An equalities proforma was made available; again no responses were received.</p> |
| Have you consulted on the policy?   | As above.  |

Complete the following table and give reasons/comment where:

- a) The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- b) The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

| Equality group                 | Positive impact |     | Negative impact |     | Reason/comment |
|--------------------------------|-----------------|-----|-----------------|-----|----------------|
|                                | High            | Low | High            | Low |                |
| Race                           |                 | ✓   |                 | ✓   |                |
| Sex                            |                 | ✓   |                 | ✓   |                |
| Disability                     |                 | ✓   |                 | ✓   |                |
| Religion / Belief              |                 | ✓   |                 | ✓   |                |
| Sexual Orientation             |                 | ✓   |                 | ✓   |                |
| Age                            |                 | ✓   |                 | ✓   |                |
| Gender Reassignment            |                 | ✓   |                 | ✓   |                |
| Marriage and Civil Partnership |                 | ✓   |                 | ✓   |                |
| Pregnancy and Maternity        |                 | ✓   |                 | ✓   |                |



**Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to revise catchment arrangement between Bishopton Primary School and a new primary school to be built at Dargavel Village.**

**May 2019**

## **1. Introduction**

- 1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to revise catchment arrangements between Bishopton Primary School and a new primary school to be built at Dargavel Village. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.
- 1.2 HM Inspectors considered:
- the likely effects of the proposal for children of the schools; children likely to become pupils within two years of the date of publication of the proposal paper;
  - any other likely effects of the proposal;
  - how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
  - the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.
- 1.3 In preparing this report, HM Inspectors undertook the following activities:
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
  - visits to the site of Bishopton Primary School, including discussion with relevant consultees.

## 2. Consultation process

- 2.1 Renfrewshire Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).
- 2.2 The statutory consultation period ran from 5 February 2019 until the 26 March 2019. Communication was issued to all stakeholders including parents of every pupil at Bishopton Primary School, the Parent Council, pre-school providers in the area and elected members, MSPs and MPs for the Renfrewshire area. Copies of the consultation document were available at local libraries and on the council website. A public meeting, advertised in the local press, was held on the 5 February 2019 in Bishopton Primary School.
- 2.3 The public meeting was attended by 62 members of the public. In addition, 64 responses were received through the online survey, questionnaires and one by email. These included 46 from parents. Of the 64 responses to the online survey and questionnaires, 54 were in favour and ten against the proposed catchment areas. The main areas of concern raised through these responses and from parents who met with HM Inspectors were the risk of dividing the community in two, along old village and new build lines, and that for some children the proposed boundary would mean that they do not attend their closest school geographically.

## 3. Educational aspects of proposal

- 3.1 The council outlines in general terms how the proposal to build a new school will provide potential benefits to children who will attend. The other significant educational benefit arises from how the development of a second primary school in the Bishopton area will address capacity pressures at Bishopton Primary School. Parents and staff of Bishopton Primary School look forward to having more capacity as the school roll reduces once the school in Dargavel is open. The proposal outlines the potential benefits with regard to the accommodation and resources provided within the new school. However, the proposal does not outline the educational benefits to Bishopton Primary School once the new school at Dargavel is established. This will be helpful information for parents going forward.
- 3.2 Almost all parents who responded, including those who met HM Inspectors, agree with the proposed catchment boundaries. They recognise that the proposed boundaries are sensible and likely to ensure safe walking routes to school. However, the proposal paper does not outline the location of the new school within the new housing development. This would have been helpful information for parents in considering safe walking routes. Stakeholders raised the issue that for some children the proposed boundary is likely to mean that they do not attend their closest school geographically.
- 3.3 Stakeholders, including some of the parents and pupils HM Inspectors met, are concerned about the potential for the proposed boundary to split the village into two areas; the old village and the new housing development. They would welcome the opportunity to work with the council to support both community coherence and a consistency of educational approaches once the new primary school opens. Parents, pupils and existing school staff are keen that both Bishopton Primary School and the primary school in Dargavel work together closely in the future to serve the children of the area.



- 3.4 Parents value the information they receive from the Parent Council in regard to the planned changes. There is a need to ensure full and clear communication with stakeholders, including parents of current and future pupils of both schools with regard to the location and development of the new school, the process of the transition of pupils from one to two schools, and the changes this will mean for the existing primary school.
- 3.5 Parents with children currently at Bishopton Primary School welcome that the proposal makes it clear that those pupils currently attending Bishopton Primary School will be entitled to continue attending and if they are entitled to free school transport then this entitlement will also continue. They also value the commitment from the council regarding siblings of children already registered at Bishopton Primary School.

#### **4. Summary**

Overall, Renfrewshire Council's proposal to review the catchment area of Bishopton Primary School and a new primary school to be built at Dargavel Village offers potential educational benefit by providing a newly built school in Dargavel Village whilst also addressing capacity issues at Bishopton Primary School. The proposed boundary between the two catchment areas is clear, has the support of most stakeholders and is likely to provide for safe walking routes to school. There is an ongoing need to ensure full and clear communication with stakeholders, including parents of current and future pupils of both schools, with regard to the location and development of the new school and the transition process for children. There will also be a need to work with both schools and relevant stakeholders to support community coherence once the new primary school opens.

**HM Inspectors  
May 2019**






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

**On: 22 August 2019**

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

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**Heading: Inspection of a Registered Service – Throughcare Housing Support**

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## **1. Summary**

- 1.1 The Throughcare Housing Support Service was inspected on 31 May 2019 by the Care Inspectorate as part of inspection regime of the national regulator for care services. The purpose of the inspection was to evaluate the quality of care provided to the young people using the service. The inspector assessed the service with a focus on three quality indicators which were: care and support; staffing; and management and leadership.
  - 1.2 The inspection was unannounced and the service was graded as "Good" in each of the three domains. There were 2 recommendations made and no requirements.
  - 1.3 The service had been inspected in May 2018 and had been graded as weak in the quality indicators of care and support; staffing; and management and leadership. This report, which was considered by the Education and Children's Services Policy Board on 23 August 2018 identified several areas for improvement and 7 requirements and 6 recommendations in relation to the service.
  - 1.4 Immediately following the inspection, Children's Services acted to address the recommendations and requirements made by the Care Inspectorate. An action plan was agreed and regularly reviewed. An update report was presented to the Education and Children's Services Policy Board on the 17 January 2019. During the recent inspection the Care Inspectorate found that all 7 requirements made last year had been met within timescales.
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## **2. Recommendations**

- 2.1 The Education and Children's Services Policy Board is asked to note the outcome of the Care Inspectorate's inspection of the Throughcare Service in May 2019 which found improvement in each of the domains reviewed.

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## **3. Background**

- 3.1 Social care services are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and providing appropriate care and support to vulnerable individuals and groups. In addition to service-wide inspection, individual registered services are subject to regular inspection by the Care Inspectorate. Typically, residential facilities will be subject to two inspections per year, including at least one unannounced inspection. Other services are likely to be inspected annually or bi-annually.
- 3.2 The Care Inspectorate may impose requirements and/or recommendations in its inspection reports. Requirements are legally enforceable and set out what is required by a care service to comply with the Regulation of Care (Scotland) Act 2001 or with the conditions of registration. A recommendation will set out an action that would improve or develop the quality of the service, but failure to meet a recommendation would not result in enforcement by the Care Inspectorate.
- 3.3 Renfrewshire's Children's Services Social Work have 11 registered care services including residential children's houses, Fostering and Adoption services and the Throughcare Service. The Throughcare Service provides support to young people who were looked after and accommodated by the local authority.
- 3.4 Renfrewshire Council's Through Care Housing Support Service provides young people with support through the provision of accommodation in either Charleston Square or satellite flats. Charleston Square is a purpose-built supported housing development in Paisley offering 10 self-contained flats for individual young people. Charleston Square has staff on site 24 hours each day. The satellite flats are situated in a range of locations across Renfrewshire. Young people living in the satellite flats are supported on an outreach basis by the Throughcare team.
- 3.5 The Care Inspectorate made an unannounced visit to the Throughcare Service on 21 May 2019. The inspectors graded the service as good in three areas: the quality of care and support; the quality of staffing; and the quality of management and leadership. The Care Inspectorate made 2 recommendations in respect of the service and the report was very positive about the improvements that have been evidenced since they last inspected in May 2018.

- 3.6 The Care Inspectorate undertook an unannounced inspection in May 2018 and graded the service as weak in the 3 quality indicators it assessed, making 7 requirements and 6 recommendations. The report identified a number of areas for improvement in relation to staffing levels, training and development; the recording of care planning and risk management for the young people; notification processes to the Care Inspectorate of reportable incidents; and quality assurance arrangements. The report did also highlight some strengths in particular staff relationships with young people and the partnership with health colleagues.
- 3.7 Children's Services took immediate action to address the issues highlighted by the Care Inspectorate. In the main these issues related to staffing levels, training and development; the recording of care planning and risk management for the young people; notification processes to the Care Inspectorate of reportable incidents; and quality assurance arrangements.
- 3.8 While fully recognising the concerning issues highlighted in the 2018 report, strengths were also identified including working with partners in health, staff's knowledge of the young people and their ability to engage effectively with the young people. The report noted the feedback from the service users who spoke to the Inspector which was largely positive with young people advising that they felt supported.
- 3.9 Following the publication of the report, a robust improvement plan was developed and kept under close review. The progress of this improvement plan was reported to Board in January 2019.
- 3.10 It is heartening that the inspection in May 2019 found an overall improvement in the Throughcare Housing Support Service. The grades awarded are Good but crucially the inspector found many examples of positive changes which have made a real impact on the young people who live there. Furthermore the inspector found that all requirements made last year were met within timescales and only made 2 recommendations for the service going forward.

### **Quality of Care and Support - Good**

- 3.11 During the Inspection, the inspector spoke with five young people from Charleston Square and one young person who lived in a satellite flat but had transitioned from Charleston Square. Overall, the feedback received from young people was positive and they all believed that the service had improved in the last year.
- 3.12 Inspectors looked closely at the child and adult protection systems implemented by the service and were assured by the joint work taking place with social work, health and the third sector to ensure vulnerable adults were kept safe. During the last inspection of the service, inspectors had found no evidence of care planning being effectively undertaken, but during this inspection they found significant progress in this area. Within their report they reference the fact that the young people all had a support plan which included a risk assessment and a chronology of significant events.

The young people they spoke with knew about their support plans and were involved in the creation and review of these.

- 3.13 The Care Inspectorate had previously highlighted that the service wasn't consistently reporting notifiable incidents to the Care Inspectorate in accordance with regulatory requirements such as the hospital admission of a young person and the absence of the registered manager due to sickness. During this inspection they reported that they were pleased to see managers and staff in the service were recording incidents and accidents and furthermore found a brief analysis of these incidents and acknowledgement of staff being debriefed after each event.

### **Quality of Staffing – Good**

- 3.14 The Inspector noted improvements in the morale of the staff team and identified a number of important strengths. It was acknowledged that the staffing review and subsequent increase in resource had impacted positively on team members ability to undertake direct work with the residents of Charleston Square and the relationships between staff and the young people appeared to be very good. They were also pleased to see that the young people residing in Charleston Square had been involved in the recruitment of the new employees.
- 3.15 The inspection found that staff were receiving regular supervision and managers were using a clear framework to support their staff both personally and professionally. The employees spoken to by the inspector advised they were well supported, particularly those based at Charleston Square where a marked difference in staff support was found. Within his report the inspector also noted that he had seen lots of creativity in how the staff team were engaging with the residents at Charleston Square. He found evidence that staff were working with a freedom to implement new ideas and engage positively with the young people. This directly contributed to young people telling the inspector staff were friendly, helpful and engaged.

### **Quality of Management and Leadership - Good**

- 3.16 The Inspector assessed that significant progress had been made in this area since the last inspection with a considerable effort made to ensure the Through Care service had a stable management structure. The interim manager at Charleston Square had embedded a range of new systems and structures that had been absent during the last inspection. In addition, the external manager had increased their presence which had resulted in a greater audit and scrutiny. The Inspector noted that a permanent manager had been appointed and was due to start, and a planned transition was in place to assist with another change for the service. The report commends the fact that young people from Charleston Square had interviewed all the candidates for this post and had been involved in the decision to appoint the successful candidate.

- 3.17 The inspector made 2 recommendations in his report. The first recommendation relates to how young people are referred to Charleston Square and assessed as appropriate admissions. This is an issue which the management team had already identified prior to the inspection. In response to this recommendation the service will develop a referral pathway protocol. This will help to identify the steps involved in ensuring that the service is appropriate for a young person. The referral protocol will evidence the screening discussions that are already taking place within the Throughcare Management Team. The Registered Manager will also begin to use a newly developed impact risk assessment tool. This tool is based on the Resilience Matrix and identifies additional supports to the care package; this allows further consideration of supports that Charleston Square can provide. A transition plan will also be devised for all young people moving into Charleston Square.
- 3.18 The second recommendation relates to ensuring that the staff caring for the young people have the right mix of skills and training to effectively meet the needs of those residing in Charleston Square. The service provided at Charleston Square is inclusive and responsive. Throughout the referral process and after a transition to Charleston Square it may be necessary to source additional training that is in response to a particular need experienced by a resident. The Service Manager is developing a training pathway for staff. The Registered Manager will utilise: supervision, team meetings and development days to discuss individual and team learning needs.
- 3.19 Whilst the inspector found a marked improvement in the service, there was still some areas for development. The report makes reference to concerns that young people, at times, moved into Charleston Square because it was the best alternative as opposed to the right placement. Consequently, the Inspector questioned whether some young people who moved into Charleston Square were not ready for the model of care provided there and required a more intensive level of support. He was also of the view that managers had a clear understanding of the service aims and objectives but that the staff did not. The service will consider these comments as part of the ongoing improvement agenda.
- 3.20 Renfrewshire Children's Services continues to be ambitious for our most vulnerable children and young people. Children's Services acknowledged the particular issues raised in the Care Inspectorate report of May 2018 and took immediate action to address these. Although pleased that the measures we put in place have been successful and this is reflected in the grades awarded following the inspection in May 2019 we wish to make further improvements. We are committed to continuing on the improvement journey and will continue to work hard to ensure the service provides a high quality service to the young people it supports.

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## Implications of this report

1. **Financial:** None.

2. **HR and Organisational Development:** Staff training and development plans are in place for all staff working in the Throughcare Service.

3. **Community/Council Planning:**

Our Renfrewshire is thriving: we strive for high standards of care across our services to offer our children and young people the opportunity to develop their full potential enabling them to contribute to a fairer society.

Our Renfrewshire is well: by providing an environment which encourages care, welfare and development the service play a crucial role in developing young people to participate in their community and become responsible citizens.

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:** not applicable

13. **Climate Risk -** None.



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**List of Background Papers:** none

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email: [michelle.mccargo@renfrewshire.gov.uk](mailto:michelle.mccargo@renfrewshire.gov.uk)






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

**On: 22 August 2019**

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

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**Heading: Inspection of registered children's residential houses by the Care Inspectorate**

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## **1. Summary**

- 1.1. Renfrewshire children's services supports a range of interventions for children and their families. For most children the support is delivered in their own home with their birth parent(s). For others the level of risk and challenges presented in their own home or community means that the local authority has to provide alternative care for the child.
- 1.2. Residential child care is one type of service provided for children who require to be cared for out with their own family. Residential child care is utilised where this is the most appropriate service to meet the needs of the child.
- 1.3. Renfrewshire children's services currently has 6 residential children's houses. At the present time there are 32 children and young people living in our children's houses. The children's houses are registered with, and subject to inspection by the Care Inspectorate.
- 1.4. Inspections undertaken by the Care Inspectorate utilise a model based on proportionate risk. The Care Inspectorate assesses the service on up to 4 themes and grades these areas on a six point scale (See paragraphs 3.2 and 3.3).
- 1.5. This report summarises the latest findings from the inspections of our residential Children's Houses conducted during 2019. The inspection reports show that Renfrewshire's residential children's houses continue to be of a high quality with all grades awarded being good or very good in the domains inspected.

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## **2. Recommendations**

### **2.1 Elected members are asked to note:**

- (a) the strong performance of Renfrewshire Council's residential children's houses with all services graded as Good or Very Good in the areas inspected.

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## **3. Background**

3.1 Social work and social care services are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and providing appropriate care and support to vulnerable individuals and groups. A number of social work and social care services are required to register with the Care Inspectorate. These registered services are subject to regular inspection by the Care Inspectorate. Typically, residential facilities will be subject to one inspection per year which will be unannounced. Other services are likely to be inspected annually or bi-annually.

3.2 The Care Inspectorate uses a proportionate risk model of inspection. Those services graded as 'Good' or above are subject to low-intensity inspections. Services are assessed on up to four quality themes:

- Quality of Care and Support
- Quality of Environment
- Quality of Staffing
- Quality of Management and Leadership.

3.3 The Care Inspectorate utilises the following gradings across each of the areas considered during each inspection:

1. Unsatisfactory
2. Weak
3. Adequate
4. Good
5. Very good
6. Excellent

3.4 The Care Inspectorate publishes the inspection reports on its website. In addition to awarding grades in each of the themes inspected, the Care Inspectorate can make a recommendation or put in place a requirement. A recommendation will set out an action that would improve or develop the quality of the service, but failure to meet a recommendation would not result in enforcement by the Care Inspectorate. Requirements are legally enforceable and set out what is required by a care service to comply with the Regulation of Care (Scotland) Act 2001 or with the conditions of registration.

### **Recent inspection activity in Children's Services**

- 3.5 Renfrewshire children's services currently has 6 residential children's houses. At the present time there are 32 children and young people living in our children's houses. The children's houses are registered with, and subject to inspection by the Care Inspectorate.
- 3.6 Five of Renfrewshire's residential children's houses for children and young people have been inspected in 2019. The following children's houses have been inspected in the current year:
- Arkleston Road
  - Beech Avenue
  - Roneil
  - Barochan Road
  - Longcroft
- 3.7 Children's Services recently opened a new children's house in Linwood. The new children's house has accommodation for 4 children and has been developed to provide support for our most vulnerable children and young people. The house opened in February 2019 and as such has not been subject to its first inspection. The first inspection will be carried out in the next six months and the outcome will be reported to a future meeting of this policy board.
- 3.8 Renfrewshire's residential children's houses continue to offer high standards of care and homely and loving environments. During 2019, the inspectors have focussed on the same 2 quality indicators across all of our children's houses:
- Quality of Care and Support; and
  - Quality of Environment.

### **Quality of Care and Support**

- 3.9 All 5 of Renfrewshire's residential children's houses inspected this year were assessed as "Very Good" for the quality of care and support they provide to the young people living there.

### **Quality of Environment**

- 3.10 Three of Renfrewshire's children's houses, Beech Avenue, Arkleston and Barochan, were assessed as "Very Good" for the Quality of Environment. The other two children's houses, Roneil and Longcroft, were assessed as "Good" for Quality of Environment.

## Care Inspectorate Recommendations

- 3.11 The Care Inspectorate made no recommendations in four of the five inspections they conducted in our children's houses in 2019. Two recommendations were made in relation to Beech Avenue. The first recommendation was that a policy for managing young people under the influence of substances should be developed and the second related to the role of the external manager. The service is presently working on addressing these recommendations and will have them resolved before the next inspection.

## Care Inspectorate Requirements

- 3.12 The Care Inspectorate didn't impose any requirements in four of the five inspections they carried out in Renfrewshire's residential children's houses in 2019. A requirement to improve the standard of the accommodation was made in relation to Roneil. The requirement specifically referenced renewal of the bathrooms. Work had already been planned and is now complete in relation to the bathrooms. Roneil is a Grade C listed building and as such presents some unique challenges in maintaining the environment to the standard expected by the Care Inspectorate.

## Conclusion

- 3.13 The findings of the recent inspections of our residential children's houses demonstrate continuing high standards of care for some of Renfrewshire's most vulnerable children. Whilst pleased with the grades awarded Children's Services are committed to continuous improvement and will continue to consider how we can strive for even better grades.

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## Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community Planning** –

**Our Renfrewshire is Thriving** - we strive for high standards of care across our services to offer our children and young people the opportunity to develop their full potential enabling them to contribute to a fairer society.

**Our Renfrewshire is Well** - we strive for high standards of care across our services to offer our children and young people the opportunity to develop their full potential enabling them to contribute to a fairer society.

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 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** - Failure by services to meet and exceed the National Care Standards could lead to poor inspection results and enforcement action from the Care Inspectorate, as well as negative outcomes for service users and carers.
11. **Privacy Impact** - None
12. **Cosla Policy Position:** None
13. **Climate Risk** - None.

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#### **List of Background Papers**

- (a) None

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

**On:** 22 August 2019

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

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**Heading:** Children's Services Health, Safety and Well Being Plan  
2019-2022

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## **1. Summary**

- 1.1 The council's health and safety governance arrangements were audited in 2017/18 and opportunities were identified to strengthen service departments arrangements.
  - 1.2 The main purpose of this strategy is to identify the key areas that Children's Services require to work on to ensure legal compliance and, where appropriate meet industry standards and good practice.
- 

## **2. Recommendations**

- 2.1. The education and children's services policy board is asked to:
    - i) approve the Children's Services Health and Well Being Strategy 2019/2022.
- 

## **3. Background**

- 3.1 The Finance, Resources and Customer Services Policy Board on 14 November 2018, approved the Council Health, Safety and Wellbeing Strategy 2019/2022.
- 3.2 The council health and safety strategy requires each council service to maintain its own health and safety strategy.
- 3.3 In line with council policy, health and safety policies are required as a minimum, to be reviewed and updated every 3 years or following significant changes in a service.
- 3.4 Children's Services policy has been revised to reflect standard health and safety industry guidance on effective policies which set a clear direction for the service to follow.

- 3.5 The service health and safety policy sets out the organisation of, and responsibilities for, health and safety within the service and provides details of the arrangements made for the service to meet its legal obligations.

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## Implications of this report

### 1. Financial

Continuing to improve health and safety performance will reduce accidents / occupational ill health and associated costs.

### 2. HR and Organisational Development

This report supports the Council's commitment to the health, safety and welfare of employees and service users.

### 3. Community/Council Planning

Our Renfrewshire is safe

- Protecting and supporting children and young people at risk in a safe environment.

Building strong, safe and resilient communities

- Improving the physical and emotional wellbeing of service users and employees across the Council through effective health and safety management and practice.

Creating a sustainable Renfrewshire for all to enjoy

- Recognising that Council employees are its most valuable asset and providing training and support to allow them to develop within the organisation and gain the skills and experience necessary to provide top quality services to service users.

Working together to improve outcomes

- Facilitating the health, safety and well being of our service users and employees by ensuring appropriate policies and procedures are developed and adhered to and that all legal requirements for health and safety are fulfilled.

### 4. Legal

The Council will continue to comply with current health and safety legislation.

### 5. Property/Assets

Implementation of the council's health and safety policy will ensure sustainability in service delivery.

### 6. Information Technology

The health and safety databases are facilitated through the Council's email server system.

**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**

This policy reflects the commitment of the director, heads of service and managers to ensure that the main priorities for action are achieved within an environment, which is safe and is not harmful to the health of employees, clients and other users.

**9. Procurement**

None.

**10. Risk**

This report supports the overarching management of risk within the council.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

**13. Climate Risk**

None.

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**List of Background Papers**

- (i) Children's Services Health and Safety Policy

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.

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**Children's Services**

GMCK/LB

13 August 2019

**Author:** Laura Baillie, Resources Support Manager, 0141 618 7185  
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| Health and Safety Focused Themes                               | Description   | Planned Start Date | Date Completed | Notes |
|--|---|--------------------|----------------|-------|
| 1.Violence and Aggression                                      | <p><u>1.1 Violence and Aggression Policy</u></p> <p>Finalise the Violence and Aggression policy for implementation across Education establishments.</p> <p><u>1.2 Monitor Violence and Aggression Incidents</u></p> <p>Ensure all Business World entries are monitored and actioned.</p>  | August 2019        | March 2020     |       |
| 2. Mental Health Addressing Stress (Work and Non Work related) | <p><u>2.1 Occupational Health</u></p> <p>Staff are informed by management that they can access the council's occupational health services and counselling service "time for talking".</p> <p><u>2.2 Health Awareness Events</u></p> <p>The department will continue to support and promote council wide health awareness events and circulate information to staff.</p> | August 2019        | March 2020     |       |
| 3.Hand Arm Vibration Syndrome (HAVS)                           | <p><u>3.1 Information Awareness</u></p> <p>Education Support Managers are asked to remind staff who work with this type of risk to look out for symptoms and ask for an occupational health referral if required.</p>   | August 2019        | March 2020     |       |
| 4.Fire Safety Management                                       | <p><u>4.1 Fire Risk Assessment</u></p> <p>In accordance with legislation fire risk assessments will be reviewed and revised as necessary to include assessment of PEEP (personal emergency evacuation plans) for staff, clients or frequent users of the service.</p>   | August 2019        | March 2020     |       |

|  |  |             |            |  |
|--|--|-------------|------------|--|
| 5. Musculoskeletal and Joint Disorders | <u>5.1 Manual Handling</u><br><p>Ensure manual handling activities within the service have been identified and suitably risk assessed.</p>   | August 2019 | March 2020 |  |
| 6. Managing Contractors                | <u>6.1 Disruption Management Plan</u><br><p>Resources Support Manager to work with project manager for any school adaptations / new builds to ensure that an adequate disruption management plan is in place.</p>  | August 2019 | March 2020 |  |
| 7. Audits                              | <u>7.1 Statutory Compliance</u><br><p>Continue to have maintenance checks and remedial works carried out. Establishments to record requests within electronic CAMIS system where appropriate.</p><br><u>7.3 General Risk Assessment</u><br><p>Monitor risk assessments recorded on GRAD and on RENFO (for educational establishments). Ensure required reviews have been taken forward.</p><br><u>7.4 Display Screen Assessments</u><br><p>Monitor the implementation and management of display screen equipment self assessments for appropriate employees.</p> | August 2019 | March 2020 |  |
| 8. Inspections                         | <u>8.1 Establishment WOIR Inspections</u><br><p>WOIR inspections in establishments to include education establishments joint inspection with trade union representatives. Ongoing - annual programme in place.</p><br><u>8.2 Audit of Children's Services establishments by corporate health and safety team</u>   |             |            |  |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>Audit of establishments by Health and Safety team to ensure safe working practices and compliance.</p> <p><u>8.3 CSHSAP2017.4.1</u><br/><u>Preparation for BSI</u></p> <p>Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001:2007.</p> |  |  |  |
|--|---|--|--|--|