

## Notice of Meeting and Agenda

### Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 21 January 2021	13:00	Teams meeting,

KENNETH GRAHAM  
Head of Corporate Governance

#### Membership

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

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

#### Recording of Meeting

This meeting will be recorded for subsequent broadcast via the Council's internet site.  
If you have any queries regarding this please contact Committee Services on 07534  
058160. To find the recording please follow the link which will be attached to this  
agenda once the meeting  
has concluded. <https://www.youtube.com/watch?v=xsu1BsLgYAg&t=340s>

#### Chair

#### In Attendance

#### Declarations of Interest

## **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.

## Finance

**1 Revenue and Capital Budget Monitoring as at 13 November 2020 1 - 8**

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

## Service Update and Performance Planning

**2 Service Update and Performance Scorecard 9 - 24**

Report by Director of Children's Services.

3 Renfrewshire Children's Services Partnership Plan 25 - 30

Report by Director of Children's Services.

## Education

**4 Response to proposal to consult on the relocation of 31 - 84**

## **Paisley Grammar School to a new build Community Campus at Renfrew Road, Paisley**

Report by Director of Children's Services.

**5 Scottish Attainment Challenge End of Year Report 85 - 90**

Report by Director of Children's Services.

**6 Additional Support Needs (ASN) Home to School 91 - 102**

## Travel Assistance Policy

Report by Director of Children's Services.

7 Examinations Results 2020 103 - 118

Report by Director of Children's Services.

## Children and Families Social Care

**8 Annual report of the Fostering and Adoption Service 119 - 166**

## 2019/20 Update on developments for Looked After Children and Fostering Service

Report by Director of Children's Services.

**9 Renfrewshire's Promise: Our plan for the 167 - 172**

## implementation of “The Promise” to Scotland’s children

Report by Director of Children's Services.





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

**On: 21 January 2021**

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

**Heading: Revenue and Capital Budget Monitoring as at 13 November 2020**

## 1. Summary of Financial Position

- 1.1 The projected Revenue outturn at 31 March 2021 for Children's Services is a breakeven position. This position is possible through applying flexibility within specific grant funding as permitted by the Scottish Government in order to address the extraordinary costs incurred in response to the Covid19 pandemic. Without this flexibility, an overspend of £1.416m (0.7%) against the revised budget for the year would be forecast as outlined in the detailed tables following in the remainder of this report.
- 1.2 The projected Capital outturn at 31 March 2021 for Children's Services is an underspend of £0.1m (1%), against the revised budget for the year. This is summarised over the relevant service in the table below and further analysis is provided in the Appendices.
- 1.3 For the financial year 2020/21, the projected outturn position is split into Core (or business as usual) and COVID-19 related variances to help readers understand the impact of the pandemic on service finances.

**Table 1: Revenue**

Division	Revised Annual Budget £000	Projected Outturn Core £000	Projected Outturn COVID-19 £000	Total Projected Outturn £000	Budget Variance £000	Budget Variance %
Children's Services	£216,677	£215,113	£2,980	<b>£218,083</b>	(£1,416)	(0.9%)

**Table 2: Capital**

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

## **2. Recommendations**

Members are requested to:

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

## **3. Children's Services Revenue**

- 3.1. The Revenue Budget Monitoring report at Appendix 1 identifies a projected annual overspend of £1.416m (0.7% of total budget). Detailed division service reports can be found in Appendix 2, along with an explanation of each significant projected variance.
- 3.2. The projected outturn is based on information available and assumptions made by service budget holders as at 13 November 2020. Any changes to these projections will be detailed in future reports to this Board.
- 3.3. The main reasons for the projected outturn position are indicated within the objective analysis at Appendix 2.

## **4. Revenue Budget Adjustments**

- 4.1. Members are requested to note from Appendix 1 that budget adjustments totalling £0.066m have been processed since the budget was approved. These related to transfers from other services.

## **5. Children's Services Capital**

- 5.1. The Capital Investment Programme 2020/21 to 2024/25 was approved by the Council on 9<sup>th</sup> March 2020.
- 5.2. The Capital Monitoring report at Appendix 3 indicates no movement in the approved capital programme for Education and Children's Services since the last report.
- 5.3. Further detail, including reasons for significant variances, can be found at Appendix 3.

## **6. Capital Budget Adjustments**

6.1. There have been no budget changes since the last report.

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### **Implications of this report**

#### **1. Financial**

The projected budget outturn position for Children's Services' Revenue budget is breakeven based on use of flexibilities within specific grant funding as permitted by the Scottish Government. In the absence of these flexibilities an overspend of £1.416m would be projected. Income and expenditure will continue to be monitored closely for the rest of the financial year and steps taken to mitigate any overspend as far as possible.

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

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

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

None directly arising from this report.

#### **3. Community/Council Planning**

None directly arising from this report.

#### **4. Legal**

None directly arising from this report.

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

None directly arising from this report.

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

None directly arising from this report.

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

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

#### **8. Health and Safety**

None directly arising from this report.

#### **9. Procurement**

None directly arising from this report.

**10. Risk**

The potential risk that the Council will overspend its approved budgets for the year will be managed at a Council-wide level by the Chief Executive and Directors.

**11. Privacy Impact**

None directly arising from this report.

**12. Cosla Policy Position**

N/a.

**13. Climate Risk**

None directly arising from this report.

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**List of Background Papers: None**

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RENFREWSHIRE COUNCIL  
REVENUE BUDGET MONITORING STATEMENT 2020/21  
1st April 2020 to 13th November 2020

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES										
Subjective Summary	Revised Annual Budget at Period 6	New Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID- 19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Employees	149,853	4,730	154,583	153,116	1,143	154,259	324	0.2%	(437)	761
Premises Related	9,198	4	9,202	9,475	11	9,487	(285)	(3.1%)	(208)	(76)
Transport Related	4,471	0	4,471	5,062	(125)	4,937	(466)	(10.4%)	(505)	39
Supplies and Services	34,764	(2,972)	31,792	31,833	429	32,262	(470)	(1.5%)	(492)	23
Third Party Payments	14,044	0	14,044	13,425	1,242	14,667	(623)	(4.4%)	(360)	(263)
Transfer Payments	12,555	469	13,024	12,673	230	12,903	121	0.9%	214	(93)
Support Services	204	0	204	192	0	192	12	5.9%	(10)	22
Depreciation and Impairment Losses	0	0	0			0	0	0.0%	0	0
GROSS EXPENDITURE	225,089	2,231	227,320	225,777	2,930	228,707	(1,387)	(0.6%)	(1,799)	411
Income	(8,478)	(2,165)	(10,643)	(10,664)	50	(10,614)	(29)	(0.3%)	(49)	20
NET EXPENDITURE	216,611	66	216,677	215,113	2,980	218,093	(1,416)	(0.7%)	(1,848)	431

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2020/21**  
**1st April 2020 to 13th November 2020**

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

Objective Summary	Revised Annual Budget at Period 6	New Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID- 19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Directorate	605	0	605	605	0	605	0	0.0%	0	0
Early learning and childcare	34,576	106	34,682	31,349	553	31,902	2,780	8.0%	2,105	675
Primary	53,369	(998)	52,371	53,248	1,067	54,315	(1,944)	(3.7%)	(1,929)	(16)
Secondary	73,986	1,035	75,021	75,387	232	75,619	(598)	(0.8%)	(688)	90
ASN (Special) Schools	6,210	42	6,252	6,593	3	6,596	(344)	(5.5%)	(278)	(66)
Additional support for learning (ASL)	14,846	(52)	14,794	15,138	(243)	14,895	(101)	(0.7%)	(159)	58
Psychological services	730	0	730	785	0	785	(55)	(7.5%)	(57)	2
Education development	1,630	(56)	1,574	1,549	0	1,549	25	1.6%	0	25
Attainment Challenge	(776)	0	(776)	(776)	0	(776)	0	0.0%	0	0
Facilities management	579	(11)	568	670	23	693	(125)	(22.0%)	(65)	(60)
Child care	30,856	0	30,856	30,565	1,345	31,910	(1,054)	(3.4%)	(777)	(277)
<b>NET EXPENDITURE</b>	<b>216,611</b>	<b>66</b>	<b>216,677</b>	<b>215,113</b>	<b>2,980</b>	<b>218,093</b>	<b>(1,416)</b>	<b>(0.7%)</b>	<b>(1,848)</b>	<b>431</b>

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

**RENFREWSHIRE COUNCIL**  
**CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES**  
**1st April to 13th November 2020**  
**POLICY BOARD: EDUCATION & CHILDREN'S SERVICES**

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

Objective Heading	Key Reasons for Projected Variance
Early Years 1,140 Hours Expansion	
Primary Schools Estate Programme(SEMP)	Minor underspends on St Paul and St Fergus primary investment projects will be transferred to the SEMP 2020 programme on final completion
Schools Estate Programme (SEMP 2020)	
Other Schools Investment Programmes	On completion of remedial works at Riverbrae School the anticipated underspend will be transferred to the SEMP 2020 programme
Technology Replacement Strategy ICT	






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

**On: 21 January 2021**

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

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**Heading: Service Update and Performance Scorecard**

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## **1. Summary**

- 1.1 Following on from the previous Service Update presented to this board on 29 October 2020, this report provides a further update on key areas within the Board's remit. It also outlines the priorities through to Spring 2021, highlighting key areas of focus and plans for next steps to support the Council's recovery plans. Whilst developing these plans, the local and national position remains fluid and services will remain flexible and able to respond quickly in relation to changes in restrictions and local outbreaks.
- 1.2 Appended to this report is a performance update covering quarters 1 and 2 of 2020/21 (that is, April to September 2020). A performance update covering 2019/20 was provided to this board on 29 October 2020 and to the Communities, Housing and Planning Policy Board on 27 October 2020 since aspects of service delivery fall under the remits of different policy boards. This report will also be provided to both boards.
- 1.3 Service Improvement Plans for 2020/21 were developed for all Council services and the Children's Services Service Improvement Plan was approved by this Board prior to the lockdown. The majority of the actions and activities did not proceed or were not undertaken in the same way due to Covid-19 and, new Service Improvement Plans for 2021/22 will reflect the greater focus on recovery and renewal rather than solely improvement activity. These plans will be linked to the recovery plans being developed and delivered by council services. It is proposed that these draft Service Improvement Plans will be presented to the spring 2021 Board cycle and this will restart the normal scrutiny and governance activity associated with these high-level plans.

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## **2. Recommendations**

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

- note the content of this report; and
  - note the performance information for Q1 and Q2 as appended to this report.
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## **3. Background**

- 3.1 In the previous Service Update reported to this Board on 29 October 2020, the Council's response to the coronavirus from August to October was outlined - our partnership approach, our move to protect and support our employees and communities, particularly vulnerable people across the area.
- 3.2 Employees across the Council continue to show great commitment and resilience during this time delivering essential services, volunteering to support frontline services and helping others to remain safe at home.
- 3.3 The service remains acutely aware of the impact on Renfrewshire's communities of the pandemic - of those who have sadly been bereaved, who feel isolated, have concerns about their income, have had their health impacted, have supported their children and young people with home learning or have contended with other challenges made more difficult by the pandemic and consequent restrictions. Across services, and with our partners, the Council continues to support our communities and develop our operational and policy response both now and as we continue to move through the recovery route map.
- 3.4 Further restrictions were introduced on January 5 which will apply until the end of January in areas currently under Level 4 restrictions, including Renfrewshire. New laws will require people to stay at home and work from home where possible. Those previously asked to shield by the Chief Medical Officer have been advised not to attend work. All staff required to attend work to deliver or support essential work, have the required workplace guidance, Health and Safety measures and PPE (if required) in place.
- 3.5 Council services continue to operate flexibly in order to respond to whatever challenges the pandemic brings for local communities but there is also a

continuing focus on the recovery position and the opportunities to 'build back better'. Alongside this, new opportunities and potential funding streams are emerging, and information and learning is being shared across local government and the service will also continue to respond to this.

- 3.6 This report gives a broad overview of the key areas which continue to be impacted by the Covid-19 crisis, further areas the service has paused and restarted, the particular areas of focus now and in the near future, and any specific risks and priorities of relevance to this Policy Board.
- 3.7 The report also provides an overview of the service's performance against the indicators in the 2020/21 Service Improvement Plan. These indicators were approved by members before lockdown and therefore reflect expectations for service delivery in a business as usual context rather than during a pandemic response period.
- 3.8 Throughout the year, council services have also been required to undertake a considerable amount of additional reporting to national government and other organisations. Much of this information has been requested on a weekly basis and was intended to provide reassurance that key services were being delivered as well as demonstrating the extent of the pandemic response.

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#### **4. Updates for the Education and Children's Services Policy Board**

- 4.1 Schools and early years centres continued with full-time face to face learning throughout November and December. Schools and early years centres continue to operate rigorous hygiene procedures and risk assessments are regularly updated to reflect the latest guidance. Partnership working with colleagues from all other council services has been invaluable, and schools would not have been able to operate as effectively without the input of officers from across the council.
- 4.2 The announcements by the First Minister on 19 December 2020 and 4 January 2021 provided details first of a delay to schools returning and then of a national lockdown which means the majority of children and young people will not return to face-to-face learning in schools and early learning establishments until at least 1 February 2021. Following the Christmas break, school and nursery staff returned on Wednesday 6 January to plan the support needed for remote learning and make necessary arrangements for the children of key workers and vulnerable children and young people.

- 4.3 Schools and nurseries reopened for these groups on 7 January 2021; all other children and young people remained on holiday until 11 January 2021 in line with the national extension to school holidays. Headteachers and heads of centres will ensure that a high-quality learning experience will be provided for all children whether they are learning from home, in-school, or indeed through a mixture of both. All staff, unless shielding, are expected to attend school or nursery on a rota basis to ensure those children in school are supervised and supported in their learning. This will be balanced to ensure staff who have class teaching responsibilities are deployed, as much as possible, to plan, deliver and monitor remote learning for their own class/subject. We have significantly increased the number of devices available to families with over 2500 devices and 500 dongles available to support learning. All schools have arrangements in place to ensure children and young people have the resources they need to learn remotely.
- 4.4 Social work teams and schools have worked together with families to identify children who, for a range of reasons, would benefit from being in school from 7 January. The benefits to the child and the family have to be balanced with the general instruction from government to remain at home as much as possible, and consequently not all children with an identified additional support need have been allocated an in-school place. Children who are on the 'shielding' list should not attend school or nursery at present. Schools and early learning centres will continue to adopt a flexible approach which balances support for families with the need to comply with strict public health measures.
- 4.5 School transport remains in place for those attending in person, as do free school meals for those who are entitled to them. Those children who would normally receive a free school meal but are home learning will receive a payment in lieu of these meals.
- 4.6 There are a number of other updates on progress and achievement in schools which reflect the commitment to delivering improvement even in very challenging circumstances. In November 2020, Gryffe High School was named The Sunday Times Scottish State School of the Year by Parent Power, The Sunday Times School Guide. This followed its recent Education Scotland inspection where it became the first secondary school in Scotland, under the short model of inspection, to receive an 'excellent' grade for 'raising attainment and achievement'. Two additional schools, Heriot and Brediland Primaries, have been awarded the prestigious Scottish Government Digital Schools Award since August, recognising positive digital learning experiences for children and young people. To date, 36 of our schools have now received this award. The Renfrewshire Digital School was launched in October. This provides a range of resources across all subject areas in addition to



secondary teachers online throughout the day, each day to support young people learning from home.

- 4.7 Since schools reopened in August, our highest priority has remained the health, wellbeing and safety of all our staff and pupils. Resources developed by our teams including “Skills for Recovery” and “Nurturing Wellbeing to Build Back Better” have been widely used to focus on approaches within the classroom which support the wellbeing of our children.
- 4.8 Quality Improvement visits continue to be a feature in our improvement framework. Since August virtual visits have enabled senior officers to support schools in areas of health and well being and attainment and achievement.
- 4.9 Despite robust public health measures, there have continued to be cases of Covid amongst school-based staff and pupils, and swift action has been taken to identify close contacts, followed up with any additional measures to mitigate against any further spread of transmission. The service will continue to work with other council services to take swift action in the event of further cases during the lockdown and when face-to-face learning resumes. The majority of absences were due to self-isolation requirements rather than illness.
- 4.10 Children and Families social work services continued throughout lockdown as noted in previous service updates to this board. Social work staff continue to have face-to-face contact with our most vulnerable children and families on a regular basis, and meeting space equipped with appropriate technology has been made available to support families to attend statutory meetings remotely. During the current lockdown, the most vulnerable children and families will continue to receive a service. Children & Families social work often takes place in family homes and this will continue, with appropriate safeguards in place. As noted in the paper to the Leadership Board on 2 December 2020, some work to progress changes as part of the Right for Renfrewshire programme is underway, with a current focus on residential houses.
- 4.11 Criminal Justice Social Work services, although part of Children’s Services, are covered by the remit of the Communities, Housing and Planning Policy Board and an update on this area of the service has been provided to that board.

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## **5. Key priorities until next Board Cycle**

- 5.1 The service priorities remain the maintenance of business as usual as far as possible within whichever restrictions are in place. At present, this means a

particular focus on maintaining key public protection processes and supporting our most vulnerable children and families through frontline social work services and with school placements where appropriate. Children's Services will continue to work in partnership with other council services, and with others in the public and third sectors to ensure vital services can continue.

- 5.2 It also means providing extensive support for home-based learning during the current school closures. Pupils will be able to access remote learning online and physical resources will also be available. As far as possible, teachers will support their own class and deliver some lessons online. School staff will use a range of activities to support and engage all children and young people in their learning. This will be balanced with a need to have a small number of teachers in each school to support in-school learning.
- 5.3 The service will also support the council in its wider recovery and renewal activities, including those service redesigns identified in the Prevention and Early Intervention workstream as part of Right for Renfrewshire.
- 5.4 Specific priorities include:
- Maintaining in school learning in all our early years, primary, secondary and ASN settings for vulnerable children and the children of key workers who have no access to childcare;
  - Delivering high quality home-based learning resources to all other children and young people in schools or early years education and ensuring everyone has access to suitable resources;
  - Delivering high quality learning and teaching, including additional supports being made available to support young people's preparation for their National Qualifications.
  - Continuing to manage critical statutory processes including child protection procedures and support for looked after children;
  - Facilitating supervised contact for families in a manner that works for each family but follows public health guideline regarding Covid-19;
  - Continuing to work with other council services to implement a rapid response whenever a positive Covid case is identified in any of our early years centres or schools, including an out-of-hours response team operating on Sundays;
  - Providing the technology and space to allow families to participate in online meetings regarding their child;
  - Working with others from the Renfrewshire Children's Services Partnership to look at opportunities for enhance existing mental health services for children and young people;

- Progressing some of the service redesign work identified in the Prevention and Early Intervention workstream of Right For Renfrewshire;
  - Progressing the work on the school estate to enable full implementation of 1140 hours for early years.
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## **6. Performance scorecard for Q1 and Q2 2020/21**

- 6.1 Appendix 1 to this report contains a performance scorecard covering Quarter 1 (April-June) and Quarter 2 (July-September) of 2020/21. As noted above, these indicators were agreed prior to any knowledge that a prolonged lockdown and subsequent restrictions would be in place. Targets were set in a pre-Covid position and may not reflect the operating context services have been working in since March 2020. Commentary is provided for each indicator and where relevant, includes an assessment of how the pandemic has impacted on performance. Academic indicators, such as figures on attainment, are provided annually and in arrears, with 2018/19 data being the most recent available information for most; and annual 2019/20 data available for a small number. As these were reported to the board in the last cycle, they have not been included here.
- 6.2 There are two facets to the impact of Covid-19 on the performance data available at present. The first is the complete shut-down either of council-provided services (such as schools) or of other public services which directly impact on council services (such as courts); this meant that there was no activity to be captured by performance indicators. The second is the reliance on manual collation of data by different frontline teams in order to arrive at a performance measure. The priority for the service remains the direct delivery of frontline services to children and families and so activities which would impact the resource available to do that has been temporarily halted. The service has continued with all statutory reporting required by the Scottish Government as well as that required by the Renfrewshire Child Protection Committee.
- 6.3 In the 2020/21 Service Improvement Plan, an indicator relating to home visits for children on a new supervision order was included. The way this is monitored through the new social work case management system is changed and it is not possible to report this in the same way as we did previously, so the indicator will be deleted. Monitoring of the first visits following a new compulsory supervision order being made has always been, and continues to be, part of the day to day operational management of social work services for Children & Families.
- 6.4 The delivery of 1140 hours of funded early years provision is progressing well, despite the delays to implementation resulting from the pandemic.

Renfrewshire Council is already providing the full complement of hours to almost half of eligible 2 year olds and almost three quarters of 3 and 4 year olds. The Scottish Government has removed the requirement on local authorities to have this in place by August 2020 and has not advised of a new deadline. Renfrewshire continues to make very good progress in this regard with new provision scheduled to come on stream throughout 2020/21 and the full 1140 provision for all children to be available by the start of the 2021/22 academic year. A full report on this was provided to this board on 29 October 2020.

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### **Implications of the Report**

1. **Financial** – None.
2. **HR & Organisational Development** – None.
3. **Community/Council Planning** – Covid-19 will impact on the operations of Council partners and on services to the community. This paper highlights the work being undertaken to mitigate this impact as far as possible and maintain essential services for the safety and wellbeing of the community.
4. **Legal** – None.
5. **Property/Assets**- Adjustments have made to physical spaces wherever required to comply with the current relevant guidance. This applies to both indoor and outdoor spaces.
6. **Information Technology**- Staff have the capability to work from home wherever possible to reduce social contact in line with government and health guidance. Digital learning remains a contingency in the event of restrictions being re-imposed.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. However, the service notes the scientific advice in relation to risks to particular groups and communities from Covid-19 and is undertaking individualised risk assessments wherever appropriate.
8. **Health & Safety** – Advice and guidance is being given to protect the health and safety of employees and service users when carrying out priority services for the Council in line with government and health guidance. Risk assessments are in place throughout the service and are regularly reviewed.

9. **Procurement** – The ongoing pandemic has and will continue to have a significant impact on existing contractual obligations and on the procurement of future goods and services required by the Council.
10. **Risk** – The Corporate Risk Management Group regularly review the Council's risk profile in light of the coronavirus pandemic.
11. **Privacy Impact** – None.
12. **CoSLA Policy Position** – None.
13. **Climate Risk** – None.












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**List of Background Papers** – Service Update, Education and Children's Services Policy Board, 29 October 2020




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**Author:** Lisa Fingland, Service Planning & Policy Development Manager (Children's Services); Lisa.Fingland@renfrewshire.gov.uk







## CS 2020-2021 Financial Year Scorecard

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




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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
CHS/LGBF/01	Percentage of Looked After Children cared for in the community				95%	89.9%	94.4%	89.9%	Where remaining in the parental home or living with other family members is not possible, the service will aim to place children with foster carers or prospective adopters, and most of our looked after children live in a family setting. A residential placement is sometimes the best fit for a young person's needs, and almost all young people in a residential setting remain in Renfrewshire in one of the council's children's houses.










Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				50%	72%	83%	72%	<p>Performance for 2020/21 against this indicator will be adversely affected by the service changes necessitated by the COVID-19 pandemic.</p> <p>Due to COVID-19, automatic extensions were applied to community-based orders since some frontline services could not safely be delivered during lockdown. National estimates suggest that services will operate at 30% capacity in the first stages of recovery so that physical distancing rules can be complied with.</p> <p>In Q2, the figure is 83% which equates to 29 orders out of 35 being completed within the target time and reflects some return to 'business as usual'.</p>
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				N/a	85%	N/a	85%	<p>All Scottish courts closed in March 2020 for all but urgent business as a result of the UK-wide lockdown. Because of this closure, there were no new community orders with unpaid work or supervision requirements for several months. As such, there was no activity to measure for these indicators. Although courts have now resumed, there is a considerable backlog to be worked through and the number of new orders has not returned to pre-lockdown levels. Further, the public health restrictions which remain in place mean that the capacity of the unpaid work service is significantly reduced and this is likely to impact on performance for the remainder of 2020/21 and beyond.</p>
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				N/a	70%	N/a	70%	
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				N/a	75%	N/a	75%	
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				N/a	65%	N/a	65%	




Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
CHS/CPR/01	Percentage of children registered in this period who have previously been on the Child Protection Register				43%	Not applicable	17%	Not applicable	The percentage of children registered this quarter who have been previously placed on the Child Protection Register has decreased from 43% in Q1 of 2020/21 to 17% in Q2. In Q1 of 20/21, there were 37 children placed on the Child Protection Register, of which 16 children from 7 families had previously been registered. In Q2 of 20/21, there were 29 children placed on the Child Protection Register, of which 5 children from 4 families had previously been registered. In effect there was a decrease of 3 families re-registered in Q2 of 20/21 when compared to the number of families re-registered in Q1. Of the children re-registered, 1 child from 1 family was placed on the Register within 6 months of their previous registration ending; and 4 children from 3 families were placed on the Register 2 or more years after their previous registration ended.
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days								This indicator has been deleted as per paragraph 6.3 above.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				85%	83%	84%	83%	The service continues to place the majority of accommodated children and young people with families where this is appropriate. A small number will always be placed in a residential setting where this is the best way to meet their needs. Placement decisions may also be taken by Children's Hearings or by courts.



Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
RCPC/01	Number of children on the Child Protection Register at quarter end date				92	Not applicable	64	Not applicable	As one of the critical statutory roles of the local authority, child protection work continued throughout the lockdown period.










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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				N/a	53%	N/a	53%	These indicators require manual collation of data on each young person by practitioners in the Throughcare service. Due to the priority rightly given to frontline work during the pandemic, this data will not be provided on a quarterly basis at present. The new social work system, Eclipse, allows for more detailed recording for both these indicators and will remove the need for manual collation. The data in these two indicators forms part of the statutory Eligible for Aftercare collection and this will be compiled for the 'as at' date of 31 July as in other years and will be reported against this indicator.
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				N/a	0%	N/a	0%	
CHS/EY/03	% of entitled 2 year olds accessing 1140 hours of early learning and childcare				N/a	N/a	45%	N/a	This is the first year this indicator has been provided and no targets will be set until baseline data has been established by 2020/21 performance. There are no figures for Q1 because all centres were closed during

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
									lockdown. Q2 figures show that Renfrewshire is already providing 1140 hours to almost half of all eligible 2 year olds despite the delays to refurbishments and new builds caused by the pandemic. This indicator is based on all eligible children in Renfrewshire not just those who attend nursery. Of the children attending nursery at the start of this academic session, 91% of 2 year olds were receiving 1140 hours. The Scottish Government has removed the requirement for local authorities to deliver universal 1140 provision by August 2020 but Renfrewshire is making good progress and should be in a position to deliver this before the end of the 2020/21 academic session.
CHS/EY/04	% of 3 and 4 year olds accessing 1140 hours of early learning and childcare				N/a	N/a	74%	N/a	This is the first year this indicator has been provided and no targets will be set until baseline data has been established by 2020/21 performance. There are no figures for Q1 because all centres were closed during lockdown. Q2 figures show that Renfrewshire is already providing 1140 hours to three quarters of 3 and 4 year olds despite the delays to refurbishments and new builds caused by the pandemic. This indicator shows the take-up of places across the whole population in the age group. Of the children attending nursery at the start of this academic session, 89% of 3 and 4 year olds were receiving 1140 hours. The Scottish Government has removed the requirement for local authorities to deliver universal 1140 provision by August 2020 but Renfrewshire is making good progress and

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
									should be in a position to deliver this before the end of the 2020/21 academic session.

**Priority** Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q1 2020/21		Q2 2020/21		Latest Note
					Value	Target	Value	Target	
CHS/CORP/01a	% of Stage 1 complaints responded to within timescales agreed with customers				100%	95%	80%	95%	There was only one frontline complaint received in Q1 and five in Q2. Four of the five Q2 complaints were concluded within the target timescale.
CHS/CORP/01b	% of Stage 2 complaints responded to within timescales agreed with customers				88%	95%	100%	95%	There were nine Stage 2 complaints received in Q1 and eight were concluded within the target timescale. In Q2, there were 13 Stage 2 complaints and all were dealt with within the required timescale.
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services				100%	100%	100%	100%	All FOIs were responded to within the required timescale. There was a reduction in the volume of requests received during lockdown in Q1 but activity has since returned to expected levels.






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

**On:** **21 January 2021**

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

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**Heading:** **Renfrewshire Children's Services Partnership Plan**

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## **1. Summary**

- 1.1 Part 3 of the Children and Young People (Scotland) Act 2014 Act places a joint duty on local authorities and health boards to produce three yearly Children's Services Partnership Plans. The first plan was required to commence on 1<sup>st</sup> April 2017.
- 1.2 The new requirements coincided with the return of Renfrewshire's children's wellbeing data in February 2017. We wanted to take the opportunity to fully analyse the data in concert with our planning partners and to share the data with our children and young people before we produced our new plan.
- 1.3 The Renfrewshire Children's Services Partnership agreed to produce an interim plan, 'Re-assessing Our Priorities', to cover the period 2017-18. Our Children's Services Partnership Plan for 2018-2021 was published on 1<sup>st</sup> April 2018. This meant that Renfrewshire's three-year cycle of children's services planning was asynchronous with other local areas.
- 1.4 In line with the Statutory Guidance, a report on the progress of our plan was published on 1<sup>st</sup> April 2019. A further annual report was due on 1<sup>st</sup> April 2020.
- 1.5 In response to the Covid pandemic, the Scottish Government relaxed the timescale for annual reports and required planning partnerships, by 30<sup>th</sup> September 2020, to produce a timetable for the publication of reports and plans.
- 1.6 Our timetable indicated that the Renfrewshire's Children's Services Partnership Plan annual review will be published by the end of January 2021 and a new three-year plan is being prepared for consultation in February 2021, presented to this Board in March 2021 before being published in April 2021.

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## **2. Recommendations**

- 2.1 That the Board notes that, in line with statutory requirements, an annual report on the 2018-21 Children's Services Partnership Plan will be submitted in January 2021.
- 2.2 That the Board notes our timetable to publish a new, three-year Children's Services Partnership Plan in April 2021.
- 

## **3. Background**

- 3.1 Renfrewshire Children's Services Partnership is comprised of senior officers from across the council and HSCP, along with representatives from all local-based statutory agencies with corporate parenting responsibilities. In addition, the Partnership has representatives from third sector organisations.
- 3.2 The purpose of Renfrewshire Children's Services Partnership (RCSP) is to:
- support the Improving Life Chances Community Planning Board in leading and developing services for children and young people in Renfrewshire; and
  - ensure partnership working to deliver agreed outcomes by managing performance across the theme.
- 3.3 The Renfrewshire Children's Service Partnership Plan 2018-2021 was approved by the Education and Children's Services Policy Board on 24<sup>th</sup> May 2018. The Plan was produced in collaboration with children and young people, Council colleagues, statutory partners and third sector organisations. The Plan identified how key stakeholders would work together to meet the needs and aspirations of Renfrewshire's young people and foster a protective and nurturing environment that supports positive wellbeing and promotes learning and achievement.
- 3.4 The Plan was informed by extensive consultation, engagement and data gathering exercises. This robust insight allowed the Partnership to identify three key priorities for action:
- Improving adolescent mental health and wellbeing;
  - Increasing physical activity for all children and young people; and
  - Promoting positive adolescent relationships.
- 3.5 This insight also established a vision for the Plan's form and function. An innovative 'Plan on a Page' approach was adopted to convey essential, high-level information in a way that was engaging and accessible to children and young people. The Plan identified clear objectives and associated measures of success.
- 3.6 The 2019/20 annual report on the Plan will be submitted to the Scottish Government during January 2021. The annual report will demonstrate key examples of the Partnership's work to develop and deliver services to meet

the needs of local children and young people. It will show how collaborative working has maximised the positive impact of a range of services and approaches delivered by partners across the authority. Importantly, it will identify where there is potential to improve and further strengthen our activities, thereby creating a foundation for the new 2021-24 Plan.

- 3.7 The next full Children's Service Partnership Plan is being developed at present. A draft plan will be produced during January 2021, consulted on in February 2021 and brought to the March meeting of this Board for approval. If approved the report will be submitted to the Scottish Government in April 2021.

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## Implications of this report

### 1. Financial

None.

### 2. HR and Organisational Development

None.

### 3. Community/Council Planning

- |   |   |
|---|---|
| Our Renfrewshire is well                            | - The Children's Service Partnership Plan will set out how partners will address the health and well-being of Renfrewshire's Children                       |
| Our Renfrewshire is fair                            | - The Children's Service Partnership Plan will set out how partners will demonstrate how services will work to achieve fairness for Renfrewshire's Children |
| Our Renfrewshire is safe                            | - The Children's Service Partnership Plan will set out how partners will address the safety and protection of Renfrewshire's Children                       |
| Building strong, safe and resilient communities     | - The Children's Service Partnership Plan will set out how partners will contribute to building strong and safe communities for Renfrewshire's Children     |
| Tackling inequality, ensuring opportunities for all | - The Children's Service Partnership Plan address the needs of the most vulnerable of Renfrewshire's Children   |
| Working together to improve outcomes                | - The Children's Service Partnership Plan will set out how partners will work together to improve outcomes for Renfrewshire's Children                      |

### 4. Legal

None.

**5. Property/Assets**

None.

**6. Information Technology**

None.

**7. Equality and Human Rights**

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

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

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.

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**List of Background Papers**

- (a) Background Paper 1: (delete row if not used or add further rows if required or state 'none')

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is John Trainer, Head of Child Care and Criminal Justice/



**Author:** John Trainer, Head of Child Care and Criminal Justice, 0141 618 6850  
john.trainer@renfrewshire.gov.uk






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

**On:** 21 January 2021

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

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

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## 1. Summary

- 1.1 On 12 March 2020 the education and children's services policy board agreed to a formal consultation on a proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
- 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 expected to commence in April 2020.
- 1.3 As a result of COVID-19 lockdown restrictions it was not possible to progress the formal consultation as originally intended and a revised timetable was approved by the education and children's service policy board on 20 August 2020.
- 1.4 Subsequent to this approval, local lockdown restrictions across the Council area meant that the public meeting scheduled to take place at the Lagoon Leisure Centre on 22 September 2020 could not be undertaken at this venue and the public meeting was replaced by 2 "virtual public consultation meetings" which took place on 22 September 2020 and 30 September 2020.
- 1.5 All interested parties were advised of revised arrangements and provided with the opportunity to register to take part in the online events.
- 1.6 The consultation formally opened on 31 August 2020 and closed at 12 noon on 20 October 2020.
- 1.7 The purpose of this report is to provide the education and children's services policy board with recommendations which recognise the issues and comments made by stakeholders and the 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.

- 1.8 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 relocate Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

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## **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 4; and
  - approve the proposal to relocate Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.

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## **3. Background**

- 3.1 On 12 March 2020 the education and children's services policy board agreed to a formal consultation on a proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
- 3.2 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 expected to commence in April 2020.
- 3.3 As a result of COVID-19 lockdown restrictions it was not possible to progress the formal consultation as originally intended and a revised timetable to progress the consultation was approved by the education and children's service policy board on 20 August 2020.
- 3.4 Subsequent to this approval, local lockdown restrictions across the Council area meant that the public meeting scheduled to take place at the Lagoon Leisure Centre on 22 September 2020 could not be undertaken at this venue and the public meeting was replaced by 2 "virtual public consultation meetings" which took place on 22 September 2020 and 30 September 2020.
- 3.5 All interested parties were advised of revised arrangements and provided with the opportunity to register to take part in the online events. In this respect the Council:
- updated the Council website to reflect the change in arrangements;
  - issued a text message advising of the change in arrangements to all Paisley Grammar parents and carers, to all P6 and P7 parents and carers of children attending Paisley Grammar School's feeder primary schools and to all P6 and P7 parents and carers of children residing within Paisley Grammar School's catchment but not attending feeder schools;

- placed adverts in local newspapers to alert the public to the change in arrangements;
  - posted information regarding the change in arrangements in all Council libraries;
  - promoted the online events via social media;
  - emailed all individuals who had registered an interest in attending the public meeting in the lagoon on 22 September 2020 to advise of the change of arrangements; and
  - emailed community councils, trade unions, users of the school building, directors of neighbouring authorities, church reps, MPs/ MSPs etc to advise of the change of arrangements.
- 3.6 The consultation formally opened on 31 August 2020 and closed at 12 noon on 20 October 2020.
- 3.7 Responses to the proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley are contained within Appendix 1 to this report.
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#### **4. Consultation**

- 4.1. Following agreement to consult on the proposal to relocate Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley a consultation document was issued to parents, carers and interested parties affected by the proposal.
- 4.2. The consultation document invited members of the public to respond to the proposal 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. Further to local lockdown restrictions across the Council area, the physical consultation meeting scheduled to take place in the Lagoon Leisure Centre was replaced by 2 "virtual public consultation meetings" took place on 22 September 2020 and 30 September 2020.
- 4.4. All interested parties were advised of revised arrangements and provided with the opportunity to register to take part in the online events.
- 4.5. A presentation was made by officers from children's services during the virtual meetings. The presentation outlined 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 and published on the Council's website.
- 4.6. A report on written responses received and comments made through the Council's online survey is attached as Appendix 1 to this report.
-

## **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 proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley”, 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.
- 5.3. Education Scotland consulted with stakeholders during November 2020 as part of their assessment of the Council’s arrangements.
- 5.4. The response received from Education Scotland was supportive of the Council’s proposal and it is attached to this document as Appendix 4. A summary of this finding is noted below.
- 5.5. HM Inspectors agree that the council’s proposal has clear educational benefits. A new campus has the potential to provide a high-quality learning environment. A new school could be developed to use space more creatively and flexibly with regard to areas for learning and social spaces. The curriculum could improve through enhanced facilities, for example, in drama, music, technologies and physical education. Improved partnership with West College Scotland could widen curricular pathways and help to develop further young people’s skills for learning, life and work. The proposed campus also has the potential to open new opportunities for the wider community within and beyond normal school opening times. Parents agree that the new campus will bring wider opportunities and improved experiences for young people. A few parents raised concerns over safety with regard to heavy traffic around the proposed site. Should the proposal go ahead, it is important that the council continues to listen to these concerns and works with stakeholders to find appropriate solutions which brings re-assurance with regard to these issues.
- 5.6. Renfrewshire Council welcomes the comments made by Education Scotland and will work with the school communities to find appropriate solutions to the concerns raised through the consultation process.

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## **Implications of this report**

### **1. Financial**

The Council has earmarked resources totalling £51.850m to support priorities emerging from the review of the school estate management plan. Although the costs of a new Paisley Grammar School are estimated to be in excess of this Council funding in isolation, the Council resources provide significant scope for match funding capacity from the Scottish Government £1bn schools investment fund. The Council will continue to work with the Scottish Government and Scottish Futures Trust as the funding model for the Learning Estate Investment Programme develops in order to support delivery of priorities identified by the Council.

**2. HR and Organisational Development**

None.

**3. Community/Council Planning**

Our Renfrewshire is thriving - All children and young people attending Paisley Grammar School will have the opportunity to learn in an environment designed to support their attainment and achievement.

**4. Legal**

Renfrewshire Council adheres to the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act).

**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.

Subject to board approval, the formal processes in relation to planning application(s) would be followed involving further stages of consultation with the local community.

In relation to the existing Paisley Grammar School site, consideration would be given to identifying a positive use for the site which recognises that part of the existing campus is Listed.

**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 3 to this report.

**8. Health and Safety**

None.

**9. Procurement**

The procurement model for the delivery of this project will be developed by corporate procurement and property services.

**10. Risk**

Budget and programme management of the proposed development will be undertaken by an officer Steering Board representing all areas of the Council and will report to ECSPB. Prior to commencement of any construction, intrusive geotechnical investigations will be undertaken to confirm the economic suitability of the site for development.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

### 13. Climate Risk

The Scottish Government sustainable procurement tools are used to support optimising the economic, social and environmental outcomes for all construction procurements. The proposed development will satisfy the demanding energy efficiency/carbon targets prescribed by the Scottish Government's 'Learning Estate Investment Programme' grant criteria recognising the requirement to not only design and build a school to new and hugely challenging energy efficiency/carbon targets but also to maintain and operate the school as designed over its lifetime.

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### List of Background Papers

Background Paper 1:      Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.  
March 2020  
Revised consultation arrangements regarding the proposal to relocate Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.  
August 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 Ian Thomson, Education Manager, 0141 618 7241, [ian.thomson@renfrewshire.gov.uk](mailto:ian.thomson@renfrewshire.gov.uk)

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#### **Children's Services**

IT/GMcK/KO

2 December 2020

**Author:** Ian Thomson, Education Manager, 07881837623, [ian.thomson@renfrewshire.gov.uk](mailto:ian.thomson@renfrewshire.gov.uk)



**Response to the proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.**

**1 Consultation Process**

- 1.1 Following agreement to consult on the proposal to relocate Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley, consultation documents were issued to all interested parties.
- 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 expected to commence in April 2020.
- 1.3 As a result of COVID-19 lockdown restrictions it was not possible to progress the formal consultation as originally intended and a revised timetable to progress the consultation was approved by the education and children's service policy board on 20 August 2020.
- 1.4 Subsequent to this approval, local lockdown restrictions across the Council area meant that the public meeting scheduled to take place at the Lagoon Leisure Centre on 22 September 2020 could not be undertaken at this venue and the public meeting was replaced by 2 "virtual public consultation meetings" which took place on 22 September 2020 and 30 September 2020.
- 1.5 All interested parties were advised of revised arrangements and provided with the opportunity to register to take part in the online events. In this respect the Council:
  - updated the council website to reflect the change in arrangements;
  - issued a text message advising of the change in arrangements to all Paisley Grammar parents and carers, to all P6 and P7 parents and carers of children attending Paisley Grammar School's feeder primary schools and to all P6 and P7 parents and carers of children residing within Paisley Grammar School's catchment but not attending feeder schools;
  - placed adverts in local newspapers to alert the public to the change in arrangements;
  - posted information regarding the change in arrangements in all Council libraries;
  - promoted the online events via social media;
  - emailed all individuals who had registered an interest in attending the public meeting in the lagoon on 22 September 2020 to advise of the change of arrangements; and
  - emailed community councils, trade unions, users of the school building, directors of neighbouring authorities, church reps, MPs/ MSPs etc to advise of the change of arrangements.
- 1.6 The consultation formally opened on 31 August 2020 and closed at 12 noon on 20 October 2020.
- 1.7 Copies of the consultation document were made available to the parents of children and young people attending affected schools 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. Adverts to notify the public of the consultation meeting were 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.

- 1.8 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

2 written (emailed) responses were received from interested parties registering their comments on the proposals and 133 responses were received via the online questionnaire. The following is a breakdown of responses that were received:

Category	Number of Responses	Type of Response
Renfrewshire Parent/ Carer	87	on-line survey or questionnaire
Renfrewshire Resident	20	on-line survey or questionnaire
School Staff	12	on-line survey or questionnaire
Pupils	9	on-line survey or questionnaire
Other	3	on-line survey or questionnaire
Other Local Authority Parent/ Carer	1	on-line survey or questionnaire
Renfrewshire Council employee	1	on-line survey or questionnaire
Renfrewshire Resident	1	e-mail
Renfrewshire MSP	1	e-mail

- 2.1 The virtual public meeting held online on 22 September 2020 and was attended by 45 people and the virtual public meeting held online on 30 September 2020 and was attended by 22 people.
- 2.2 A note of the meetings was taken and can be obtained by request to the director of children's services or they can be viewed on the Council website.
- 2.3 8 elected members attended a virtual briefing session on the proposal on 9 October 2020.
- 2.4 The staff at all schools affected were advised of the consultation and had the opportunity to attend the virtual public event.
- 2.5 Children and young people affected by the proposal were consulted via their schools and their views were captured in survey responses attached to this report.
- 2.6 In total 135 responses were received: 78 (58%) were for the proposal and 57 (42%) were against.

## 3 Key issues and comments raised during virtual public consultation meetings and virtual briefing session for elected members.

- 3.1 Questions, comments and responses from the virtual public meeting held on 22 September 2020 are noted below:
- The head of schools thanked everyone for attending the first online consultation meeting and advised that Renfrewshire Council approved a new school estate management plan (SEMP) in May 2019.

- The Council continually reviews the performance of the school estate in terms of core fact findings which relate to the sufficiency, condition and suitability of buildings.
- The new SEMP also includes assessment of current and future housing development; considering how new housing impacts on roll projections.
- The SEMP report outlined that action is required to address the suitability of facilities at Paisley Grammar School as the overall suitability rating for this school is “C” however, a number of elements within the survey are rated as “D”.
- On 20 August 2020 approval was granted to consult on the proposal on the Relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
- A presentation was delivered which outlined the Council’s rationale and timeline for the proposal; highlighting that the Council aims to improve outcomes for children and young people attending Paisley Grammar School through careful management of the school estate.
- Attendees were advised of Renfrewshire Council’s commitment to the Equalities Act 2010.
- A representative from Education Scotland attended the online meeting.

The first six questions below were submitted in advance of the meeting, the head of schools provided a response to the questions and thereafter, conducted a question and answer session with input from the education manager (resources) and head teacher.

Q There are many artefacts within the school of historical significance. Some can and may be transferred to the new school or may be distributed to conservation bodies such as Paisley Museum. Other cannot be moved. What plans are being made?

R If the proposal to relocate the school to a new community campus is approved, the historical contents of the old building can be relocated to the new campus or to an alternatively appropriate location. The cultural and historical significance of the building would be considered as part of the assessment of its future use.

Q If the school is relocated what are the options for the current location?

R If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.

Q I would like to understand timescales first build, when the new school will open if go ahead given?

R It's anticipated that the campus would be available by August 2025. A new secondary school typically takes 4 - 5 years to develop from concept to conclusion and handover.

Q Will school transport be provided for those pupils living in Ralston due to the further distance to travel?

R The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building.

Q Road safety is a big concern on Renfrew Road. How will this be made safe for kids at lunch and home time especially? The motorway traffic is often really fast and a constant stream during the daytime hours.

R Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.

- Q If the proposal proceeds, what is the anticipated timescale for the new school being open?
- R It's anticipated that the campus would be available by August 2025. A new secondary school typically takes 4 - 5 years to develop from concept to conclusion and handover.
- Q Will the slides be available after the meeting?
- R Yes, the presentation will be e-mailed to individuals who registered to attend.
- Q Would new building have outdoor PE facilities?
- R The new community campus would have facilities which are fit for purpose. There is sufficient space at the identified site to accommodate both indoor and outdoor PE facilities. This will allow the full PE entitlement to be delivered to pupils on-site removing the need for any travel to alternative facilities.
- Q With regards to ongoing capacity has the growing number of houses being built off Hawkhead Road been factored into the estimates for future needs?
- R Yes, new house builds are factored into our roll projections. The current school roll is under 1000 and our proposal is for a new build around 1175. This figure will be kept under review and we will continue to liaise with our planning colleagues and seek developer contributions where we are able to do so.
- Q With regards to road safety and access there was an accident last week on Renfrew road that created severe congestion, and I believe closure in 1 direction. Given there will be a future need for some children to be provided with transport what are the council plans to adequately ensure children are able to make it to the school campus not only safely but on time daily?
- R Traffic management schemes would be developed including safe drop off facilities within the school grounds and the Council's road safety teams will be central to the development of safe walking routes and travel plans to ensure children and young people get to school on time.
- Q I would second the concerns over the road safety and access on the Renfrew Road site, there is already considerable congestion around the one way system through Paisley, with a number of learners traveling from the Hawkhead/Ralston areas of Paisley, to have a clear plan on transportation of learners?
- R Home to school transport will be provided in line with Council policy. The design process will fully consider road safety concerns and look at options that allow children to be dropped off / collected from within the school grounds.
- Q Road safety on Renfrew Rd has always been terrible. With motorway traffic and now the retail units how will it be workable at peak times? Will the roads have more congestion in the local areas at these times?
- R Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.
- Q With regard to home to school travel, has any thought been given to providing safe cycle routes from the catchment area to the school?
- R Children's Services will work with the Council's road safety teams on safe walking routes and sustainable travel plans which will consider cycling and wheeling to school.
- Q Currently Home Economics teachers are in short supply but would there be kitchen facilities built within the school for children to learn in?
- R The aspirations for the new community campus is to provide the full range of curriculum activities for all children attending. The Council will recruit staff to support the delivery of the curriculum where this is required.
- Q Given the lead time you mentioned for a new building, what plans are in place to maintain/improve the present building if classed as unsatisfactory?

- R There are challenges facing the existing building, however, the Council is committed to maintaining the existing building. £750,000 was invested last year to improve internal facilities including toilets, flooring and decoration. The SMT within the school will continue to liaise with Children's Services officers regarding any issues arising.
- Q Would a drama studio be part of the new estate?
- R Yes, the new community campus would have facilities which are fit for purpose.
- Q With regard to proposed new school will the Council seek to use this relocation and be bold and target a reduction in class sizes as part of the development and improve the learning opportunities for the children?
- R It is envisaged that the educational experience of children will be enhanced through the provision of bespoke resources which will be available at the new campus. At the design stage, parents / carers and the wider school community will be consulted. The Council will liaise with relevant partners to ensure the design is informed nationally and internationally.
- Q Will there be a physical connection to the West College?
- R No, there will not be a physical connection.
- Q Will there be any plans to improve the passenger railway bridge at Gallowhill?
- R Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.
- Q In addition to traditional academic learning will the new school include facilities for more vocational qualifications to provide a better range of opportunities for those that decide that would be a better fit for their future needs?
- R Although there will not be a physical connection to West College Scotland the close proximity will present exciting opportunities and the school would look at the options available to possibly offer an increased range of vocational qualifications in working in partnership with the College.
- Q Would there be special needs facilities built in to accommodate children who require extra assistance?
- R The new community campus would be developed in line with current building regulations and the equalities act. The existing school has as support base and there are no plans to change this.
- Q What other sites have been considered as possible sites and why were they ruled out in favour of the Chivas Regal site for wider consultation?
- R The range of sites considered are detailed within the consultation documentation. The other sites were ruled out as they were not under Council ownership or large enough. The site being taken forward within the proposal is big enough to accommodate the size of building required for the new community campus and aligns with the Council's regeneration aspirations.
- Q Will FF&E be new? In terms of migration of staff and students, will this be done during the summer of 2025 to remove impact on the curriculum. If there is slippage, will migration be undertaken during future holiday periods such as October or December?
- R Yes, the furniture, fittings and equipment at the new community campus will all be new. The construction will be kept under review and there will be a degree of resilience built into the timescales. The preference is to move during the summer holidays as this will ensure all staff and children and young people receive essential orientation of the building.
- Q Can you please consider establishing quiet/prayer room for girls and separate one for boys?
- R Your question has been noted and this will be considered.
- Q Will public transport links to and from the school be looked at even to areas which may be over the 2 mile radius? I am a firm believer in high school children being able to make their way to school independently.

- R The Council's free school transport policy would be available to any young person entitled to attend the school who lived more than 2 miles from the school building. Children's Services cannot influence bus routes but the question of alternative transport arrangements to school will form part of the discussion with the road safety team.
- Q Will the new building be carbon neutral meeting Scottish government targets of carbon neutral by 2045?
- R The new community campus will be built to meet current building regulations and sustainable planning will be considered as part of this process.
- Q Would a swimming pool make up part of the PE facilities?
- R It is unlikely that a swimming pool will form part of the PE facilities, as the maintenance and running costs are significant. The Lagoon Leisure Centre is run by Renfrewshire Leisure and has swimming pool facilities near-by that the community can make use of.
- Q I struggled to get on to Teams tonight and was late to the meeting - will notes be circulated?
- R Yes, the notes will be made available on the Council website in due course with the presentation being e-mailed to individuals who registered to attend.

### 3.2 Questions, comments and responses from the virtual public meeting held on 30 September 2020 are noted below:

- The director of children's services thanked everyone for attending the second online consultation meeting and advised that Renfrewshire Council approved a new school estate management plan (SEMP) in May 2019.
- The Council continually reviews the performance of the school estate in terms of core fact findings which relate to the sufficiency, condition and suitability of buildings.
- The new SEMP also includes assessment of current and future housing development; considering how new housing impacts on roll projections.
- The SEMP report outlined that action is required to address the suitability of facilities at Paisley Grammar School as the overall suitability rating for this school is "C" however, a number of elements within the survey are rated as "D".
- On 20 August 2020 approval was granted to consult on the proposal on the Relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
- A presentation was delivered which outlined the Council's rationale and timeline for the proposal; highlighting that the Council aims to improve outcomes for children and young people attending Paisley Grammar School through careful management of the school estate.
- Two representatives from Education Scotland attended the online meeting.
- Attendees were advised of:
  - Renfrewshire Council's commitment to the Equalities Act 2010.
  - that if the proposal to relocate the school to a new community campus is approved, the historical contents of the old building can be relocated to the new campus or to an alternatively appropriate location. The cultural and historical significance of the building would be considered as part of the assessment of its future use.
  - that the proposed site presented excellent opportunities in terms of size, scope and design.

The first two questions below were submitted in advance of the meeting, the director of children's services provided a response to the questions and thereafter, conducted a

question and answer session with input from the education manager (resources) and head teacher.

Q Will there be a bridge built from the Shortroods and Gockston area to the school? At the moment the children would have to walk in an almost complete circle to reach a part of the town they can practically see from their homes.

R Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management, road safety, safe walking routes and all other environmental factors would be addressed through the design development process.

Q What safety measures will be taken given the proposed location is on a busy dual carriageway? My children attend the Grammar on a placing request, we live in Renfrew. There is no safe crossing at the B&Q roundabout / motorway slip road.

R Traffic management, road safety, safe walking routes and all other environmental factors would be addressed through the design development process and it was also noted that two secondary schools were previously located on Renfrew Road.

Q Are there more children in the catchment area around Renfrew Road?

R The school covers a large catchment area within Paisley, we will ensure the catchment map is added to our website consultation pages. The exact number of pupils from around the Renfrew Road area is not available, however, the young people who attend the school come from feeder schools located within Paisley that include Gallowhill Primary School, Mossvale Primary School, Ralston Primary School, Todholm Primary School and Williamsburgh Primary School.

Q How will existing children at the Grammar get to school

R The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building and green travel plans will be developed to support young people to walk, cycle or wheel to the new campus

Q Does Paisley Grammar still use the Penilee playing fields?

R Paisley Grammar makes use of the Renfrewshire Leisure Site located at Seedhill Playing Fields for the delivery of PE. The school does not use Penilee playing fields for the delivery of curricular activities.

Q What will happen to the existing site?

R If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.

Q Will there be further consultation?

R When the consultation exercise is concluded, this will end the process. The communication channels available to individuals to submit their views/ comments/ concerns were highlighted as part of the presentation and will be e-mailed to everyone who registered to attend the meeting.

Q What is the timeline to complete?

R It's anticipated that the campus would be available by August 2025. A new secondary school typically takes 4 - 5 years to develop from concept to conclusion and handover.

Q Are you considering other sites?

R The range of sites considered are detailed within the consultation documentation. The current site was not large enough to accommodate a new build school with the outdoor facilities required while the existing school remained operational. The other sites were ruled out as they were not under Council ownership or large enough or had problematic access arrangements. The site being taken forward within the proposal is big enough to accommodate the size of building required for the new community campus and aligns with the Council's regeneration aspirations.

Q Is there plans to amend/change the catchment

R No.

- Q What if the plans are not approved? What happens then?
- R Children's services officers believe this is the right thing to do as the new community campus would have facilities which are fit for purpose and available for wider community use. Elected members will approve or reject the proposal in January 2021. If the proposal is not approved, elected members may task children's services officers with looking at alternatives. If the proposal is approved parents / carers young people and staff and the wider school community will have the opportunity to contribute to the design development process which is also informed by relevant partners both nationally and internationally.
- Q Is it possible for the council to say what they are considering for the existing site before the consultation has ended?
- R No. If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.
- Q Has work begun on developing a budget?
- R The council will work with Scottish Futures Trust to agree the budget required based on the size of the new build community campus. The council has identified some of the capital spend required and will submit a proposal to the Scottish Government to access funding available to local authorities.
- Q Can you give some examples of the facilities that will be available for the children should the new build go ahead?
- R The new community campus would have facilities which are fit for purpose now and in the future and the curriculum and needs of the school and wider community will drive the design. There is sufficient space at the identified site to accommodate both indoor and outdoor PE facilities. This will allow the full PE entitlement to be delivered to pupils on-site removing the need for any travel to alternative facilities. The close proximity to West College Scotland will also present unique and exciting opportunities and the school would look at the options available to possibility offer an increased range of vocational qualifications in working in partnership with the College.
- Q Will the design now have to take into account potential social distancing for learning areas?
- R The curriculum and needs of the school and wider community will drive the design and given the current pandemic this may need to consider areas that were not considered previously. The Council will liaise with relevant partners to ensure the design is informed nationally and internationally.
- Q What happens if the move isn't approved?
- R This consultation exercise will inform the decision and the elected members will approve or reject the proposal in January 2021. If the proposal is not approved, elected members may task children's services officers with looking at alternatives. At the moment, we believe this is the right solution and there is no alternative.
- Q I believe the new school is the best option and I'm pleased to hear the new school will have outdoor facilities that can be developed. The other issues for example safety/ transport can be managed over time.
- R Thank you for your comments. I acknowledge that the current building presents challenges in respect of the delivery of the curriculum. The feedback we have received so far has indicated that individuals are reasonably happy with the new campus proposal.
- Q It sounds like it will be a large campus. Have you considered that it may lose the feeling of being a local high school? Could that be detrimental to the kids? Especially those coming from a small primary setting.
- R The feeder primary schools vary in size. The council will make best use of the design and one of our priorities in developing the design will be to ensure the young people have a sense of community and are proud of their new school.



- Q Janice, are you and the majority of the teachers in favour? Are the pupils in favour?
- R Absolutely, the young people and staff are also for it and the young people will respond formally to the consultation exercise. The current building has challenges and is not fit for purpose, which becomes clear to children when visiting other secondary schools. The opportunities the new community campus would offer would be phenomenal. Some individuals have an attachment with the building, but the new building will be far better equipped to deliver a wider curriculum.
- Q Will the school still be called Paisley Grammar School if it is moved?
- R Yes, the school name will remain as is and the community campus would be available for wider community use out with school times.
- Q What else is planned to be built on the site? Is it all to be allocated to the school?
- R This response has been provided by our planning colleagues post meeting. Part of the current Chivas site (about 25%) is being purchased from Chivas by Scottish Leather Group for a new factory and the remainder of the site (about 16 acres) is being sold to the Council to accommodate a new community campus. The use of the remaining site will become clear when a design has been prepared and would be subject to the normal consultation process with any planning application for new buildings.
- Q Would there be bike sheds?
- R Yes. The Council's road safety teams will be central to the development of travel plans.
- Q The proposed location has lots of options for off-site catering. The range of school meal choices is limited and do not meet a range of dietary requirements for example my family's preference is halal.
- R I acknowledge that a large number of young people leave the existing school at lunchtime through personal choice. The school can support a range of dietary requirements and the hope is that this encourages young people to eat lunch within the school's facilities. As part of this process we will flag the concern regarding the breadth of options to our environment and infrastructure colleagues. In the meantime, please contact the school to highlight your concerns and school staff will liaise with catering colleagues to ensure suitable options are made available.

3.3 Officers convened a virtual briefing session for elected members on 9 October 2020. Questions, comments and responses from the virtual briefing session are noted below:

Why was there such short notice for this meeting?

- An apology was given for the short notice for the meeting. Any elected member who was unable to attend was offered a separate meeting.

Why did we not consider the Dykebar site for the new school?

- Section 5 of the report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley" - 12 March 2020, lays out the options appraisal criteria which determined that the site at Renfrew Road provides an option which can accommodate the educational and community aspirations of the Council.

What will happen to the current building?

- If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.

When will a planning application be made and what process will be involved?

- Planning application process will be in line with agreed council policies. This would include any public consultation in line with normal practice dependent on the size and scale of the project.

Have we considered issues around health and sustainable neighbourhoods with consideration of smaller schools within 20 minutes walking distance of everyone in the catchment area?

- It is envisaged that the educational experience of children will be enhanced through the provision of bespoke resources which will be available at the new campus. The educational benefits of this proposal are laid out at section 6.3 of the Council's report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley".

How will we manage traffic congestion and buses (for comparison see congestion at St Andrew's Academy)?

- Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.

Will the school be large enough given the capacity issues at St Andrew's Academy and the house building in the area?

- Yes. The Council uses its roll projection tool to determine the impact of current and future housing on education infrastructure and the new school will be built for circa 1175 young people.

Have you considered the likely increase in the number of cars as parents may not feel safe to allow children to walk to school?

- Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.

Have you considered the implications of increased placing requests to St Andrew's Academy from families who are not happy with the proposed site on Renfrew Rd?

- The Council's admissions policy has recently been reviewed and a revised version approved by the education and children's services policy board in August 2020.

Does the safe route to schools assessment include consideration of personal safety as well as road safety?

- The safety and wellbeing of all children and young people is of paramount importance. Any concerns relating to walking routes will be considered sensitively.

#### **4 Key issues and comments raised by interested parties and responses provided.**

##### **4.1 Online survey submissions:**

#### 4.1.1 Building Capacity

##### Questions:

A new high school Should be built, not adding pupils to an existing school.
A new school with better facilities
At the same time I do not want to halt progress for the next generation and I hope my concerns raised will be answered. I can see that the proposals outlined for the new campus do sound amazing, however I have raised concerns over what will happen to the beautiful interior and exterior of the original school, with the interior looking very similar to Harry Potter. Would the council consider having 2 campuses ,with possibly lower school and upper school or keeping traditional subjects in the current old historic building on Glasgow Rd and having sports/drama at the new Renfrew Rd?
Building in disrepair, various large leaks throughout building. Mushrooms growing on ceiling (c floor balcony)
building not fit for purpose as a school in 21st century.
Building not fit for purpose as school in 21st Century
Changing facilities within the PE department are not adequate for the demands of the department. There can be 5 classes sharing 3 changing rooms (2 big and 1 small).
Current building has not got same facilities as other secondary schools in the council area especially outdoor sports facilities
Current building needs significant repair/upgrading work
Current building not fit for purpose
Current building presents access challenges e.g. for wheelchair users
Current building unsuitable
Current location cannot grow to accommodate
Current school is not big enough.
Current school is outdated.
Current school is too small to cope with number of pupils.
Current school isn't fit for purpose
Facilities lack of sports for the children
Great opportunity for a modern upto date campus
I feel a new build premises would be a good move as the current building for Paisley Grammar is quite run down.
inadequate social areas for pupils
Indoor facilities are poor, outdated halls with small gyms which limits pupils teaching and learning.
Insufficient changing facilities which can be a health and safety hazard.
Insuficient changing facilities for PE in the old campus.
It is essential to pupils education that they engage with 2 period of PE a week, however, with the current buildings lack of facilities pupils are losing a big chunk of their allocated PE time walking to Seed Hill.
It's old and in need of change , neglect over the years.
Lack of sports grounds.
Lacking in sports facilities - need to travel to Seedhill for outdoor PE, wasting class time
More Capacity
My son who has aspergers feels the building to be unsafe because of its age. This is just his impression of the place
New building will be more modern and spacious
No outdoor space for PE
Old school is seriously run down so a new facility would be amazing for the children
Old school not fit for purpose for future requirements
Outdated current school estate is not fit for purpose
Paisley grammar building is outdated, needs extensive repairs

Paisley Grammar pupils are learning in a school now unfit for purpose and are at a distinct disadvantage to their peers in schools across the authority and in Scotland as a whole due to the lack of and shockingly bad state of facilities.
Paisley Grammar School is in desperate need of a new campus. The pupils are unfairly disadvantaged compared to the other schools in the Local Authority especially those who take PE as a certificated subject in the senior phase. The school is beyond repair and cannot be refurbished to an acceptable standard. The site is simply not big enough to accommodate Paisley Grammar School.
Parts of the school are falling apart/down and unsafe for use and many areas are infested with silverfish.
PGS pupils deserve better sports facilities.
Poor sports education at current building
School building in state of disrepair, multiple leaks throughout building, dampness evident
School is in bad state of repair
School is not safe - leaks in roof, mushrooms growing in ceiling etc
Schools in Renfrewshire are so run down
Social areas in school inadequate
Sport facilities in school very poor
Temperature issues - ineffective central heating and air conditioning leading to freezing or boiling classrooms
The building is not fit for 21st century teaching. It is tired, infested by silverfish and beyond the point of being a hygienic workplace.
The building is old and in a poor state of repair and damage is not being repaired.
The building is old and new facilities hopefully will be better suited to new age teaching
The current building is not fit for purpose.
The current building is not fit for purpose. Many of the classrooms and communal areas are in a state of disarray.
The current school grounds are not acceptable; the space is limited around the school and this is neither useful for recreation or wellbeing.
The current site does not have all the sports facilities required for a school of its size
The Grammar is tired and dated. This location is ideal
The grammar school seems to be too small for the demand of children that will increase in coming years
The kids deserve more space, a modern school, more facilities
The new school would be large enough to accommodate the growing population
The pupils and teachers at Paisley Grammar deserve equality with other schools in their learning environment. The old building and outdoor space is not fit for purpose.
The school had no outdoor space which is very limiting for pupils and staff. No recreational and sporting facilities outdoors is not good for the pupils health and well-being.
The school just now is dated
The school requires significant upgrade
There is no where for outdoor sports hopefully this can be catered for in one place
Toilets in current building horrendous
very poor sports facilities. small classrooms also
We need a modern school for pupils.
We need a new fit for purpose and modern school
While the original school building has character much of the rest of the school is looking dilapidated and in need of repair

## Responses:

The current occupancy level at the school is graded B. This means the school roll is between 60% and 81% of its capacity.
The new community campus will be designed to accommodate current and future rolls affected by existing and planned housing within the catchment area.

The new community campus will be designed to support the needs of all young people and facilities will be safe and fit for purpose.

There are no plans to split Paisley Grammar across 2 locations. If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.

#### 4.1.2 Community

##### Questions

1. I think Paisley Grammar needs a new building but looking at a map, the proposed site means that most pupils will have further to travel than before, reducing the likelihood of active travel.

2. Given the previous problems attracting pupils from Todholm Primary, will this further disincentivise pupils from that school? 3. The proposed site is on a main route into Paisley - this creates a risk of traffic congestion and danger to pupils, particularly those who walk or cycle to school. Will pupils be exposed to car fumes as a result of being on a busier road? 4. You are serving up customers to a well known burger chain which serves food of low nutritional value and is sited very close to the proposed site.

On the whole I think a new school campus is a good idea and would provide the pupils with far better facilities and opportunities in more modern surroundings.

I do however have some issues with the proposals.

My children could walk or take a single bus to the current Paisley Grammar school as it is in a central position close to the town centre with many direct transport links. How are my children supposed to access the new school? There is no direct, safe walking route and no direct bus links leaving driving the only option for many parents. Renfrew road and surrounding areas are already incredibly busy at peak times, how will the addition of the school impact this and what plans are in place to negate this?

From the proposals it sounds as though there would be a lot of non school staff coming and going from the campus during school hours. How can you ensure my child's safety from undisclosed people moving around the campus in a busy industrial part of town. This also includes from the college next door.

I am also keen to know what air quality studies have been undertaken in this already traffic heavy, industrial area. And most importantly with a water treatment works beside it, which everyone knows does not smell pleasant. If there are plans for outdoor learning and sporting facilities, surely clean air is a must for the children's health and well being.

I am happy to have my comments made public.

Seedhill park or Ralston playing fields are empty most days and would serve local area

Impact of litter on surroundings

The current building is a great architectural building but no longer fit as a school building, it should be a museum.

Closer to home

The area could be used as a small park/walking area which would benefit the area greatly by adding some much needed green space

Consider keeping Paisley Grammar for east end of Paisley and also building a smaller new school elsewhere.

I think the proposed location is very accessible and ideal spot.

Chivas building should be used as a whisky visitor centre as joint venture with Pernod Ricard creating new jobs

Grammar has been there at the present site for many years and would be a shame to take it away from the heart of paisley
Better location
Community hub
Depend what the plans are for the existing school
The destruction of such a historical area is wrong
Concern over use of current site
It would depend on what your plan for the historic existing building which has significant presence on glasgow road and it serves as a feature of paisley's past
One concern I have is what the space would be used should the move take place. Would it be left to rot or would it be turned into flats or green space? This would be a concern to residents in the area like myself, would there be another consultation for this? It would be disappointing to learn that I was going to be looking on to other flats having had the school there previously.
Paisley Grammar is a wonderful building steeped in history but sadly is no longer fit for purpose for a High School. Pupils and teachers should have the same facilities as other schools in Renfrew eg, St Andrews Academy and Glenniffer High school. There are so many new campuses with amazing new technology, up to date equipment and fantastic outdoor space to push pupils to their highest potential, sadly Paisley Grammar Is not one of them. Obviously moving from Glasgow road will bring worries to local businesses that have managed to have the business of the pupils for a long time. I would hope the council would support these businesses by making new plans for the old school eg. A community hub or Flats something to bring the footfall back into the area.
Detrimental effect on Glasgow road businesses as dramatically less footfall in the area.
The local shops will loose the custom of lunch time kids
What about the local businesses that rely on the trade of the pupils eg Genova restaurant, Subway and many other food outlets
What will happen to such a beautiful historic building established 1586 if the pupils leave? The history of the school is linked and tied in with the current building in it's geographical location.
Would also effect local established businesses on Glasgow road
History contained in current building will be lost/destroyed
Proposed relocation would erode cultural and historical significance of Paisley Grammar School in current location.
Loss of traditional building/heritage
So must history will be lost.
The building currently used for the grammar is a local landmark
Proposed new campus not at the heart of the community (4.11)
school not in local community for eastend paisley
Proposed new campus not central to schools catchment area (4.18)
It's close to the college so it could help senior school make a transition there easier if they wish.
Is the catchment area going to be extended due to this new location?
Although I am strongly in favour of a new build for Paisley Grammar, I am yet to be convinced that the Chivas site is the most appropriate site for a new build school. I would have to be convinced that every care had been taken to ensure health and safety of pupils when the site is in such close proximity to a very busy main road. I would also have to be convinced that the air quality would not be detrimental to children's health given the site's close proximity to the sewage works.
The school is in a central location with good transport links and walking access
Distance from current site highly unsuitable, more thought should be given to building on Seedhill playing fields.
I don't see any benefits of putting a high school in that area.
New school could be built on seed hill playing fields dual access from seed hill road and Glasgow road
Non residential area, industrial and out of the way for much of the catchment

The vast majority of pupils who attend live in the east end of Paisley, nowhere near the proposed new site (Around 70% of the intake are from Ralston and Williamsburgh). It is ridiculous to displace this number of students and is in no way comparable to the closure and relocation of relatively few Merksworth High pupils, one of whom is my wife and many others are friends, and are also in full agreement with this statement. The site is an industrial one, it is unsuitable for a school which is part of the community so long as it remains within the community. Schooling is about far more than classroom learning and facilities. This heavily demotes the East End of Paisley as a desirable location to live and raise a family as part of a community. The land at CIBA, Hawkhead Road, could have been utilised before being sold off to housing. Seedhill playing fields has not been properly considered.

Unsuitable location

Why can't the original school be renovated

Perfect location and a lot safer than Renfrew Road.

Impact on nearby households

What about the impact on the area?

The mess in our street ! Children throwing litter around after school 'we have to pay for this as well as council tax !

There is clearly no room for expansion in the area which could be negative to the prospects of the school and pupils

I agree that more modern facilities are required and this is a good opportunity to have community centred space.

Much more appropriate area

Good links to neighbouring college

More opportunities for kids to link up with the college if closer together

Good use of the site

Links with local college

The new campus will allow closer links to the college which will provide opportunities for harnessing the knowledge and expertise of specialist teachers and special facilities for developing the young workforce.

To big a school if merging castlehead and grammar

The new school should retain its name

Distance from catchment

To far away

If relocated, St Andrews Academy must no longer be a RC School. Its intake should be from all local primary Schools including Ralston and Williamsburgh. A level playing field to local quality education facilities MUST be maintained without prejudice.

Need more detail as to the catchment area for the new proposed location. Paisley is very diverse and 'lumping' all the kids together may not be ideal for their needs.

Safety and pollution a main concern in this location.

Travel to and from school a concern.

Responses:

<p>Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.</p> <p>It is envisaged that all young people entitled to a place at the new campus will attend and benefit from new facilities which are fit for purpose.</p> <p>The Council promotes healthy and balanced meals options through its catering arrangements. Children and young people are also encouraged to make healthy eating choices through the health and wellbeing curriculum.</p>
<p>If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.</p>
<p>If the proposal to relocate the school to a new community campus is approved, the historical contents of the old building can be relocated to the new campus or to an alternatively appropriate location. The cultural and historical significance of the building would be considered as part of the assessment of future use.</p>
<p>It is acknowledged that the location is not at the centre of the school's catchment area, however the overall assessment of potential sites suggested that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides an option which can accommodate the educational and community aspirations of the Council.</p>
<p>It is envisaged that the educational experience of children will be enhanced through the provision of bespoke resources which will be available at the new campus. The educational benefits of this proposal are laid out at section 6.3 of the Council's report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley".</p>
<p>No. The relocation of the building does not affect catchment areas.</p>
<p>Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management, road safety, safe walking routes and all other environmental factors would be addressed through the design development process.</p>
<p>Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.</p>
<p>Renovation of the existing building will not address the challenges faced by the school in relation to outdoor education and activity.</p>
<p>Section 5 of the report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley" - 12 March 2020, lays out the options appraisal criteria which determined that the site at Renfrew Road provides an option which can accommodate the educational and community aspirations of the Council. Section 6 of this report lays out the educational benefits of the proposal.</p>
<p>The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building and traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds.</p> <p>If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.</p>



The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building and traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds. Safe drop off facilities will ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development safe walking routes.

Pupil safety when in the school building is a priority for the Council. All schools have local safety protocols which ensure appropriate segregation between children and young people and other users of the building; such as the arrangements in place to ensure the safety of children and young people where there is public use of shared sports hub facilities at Park Mains and Johnstone High Schools.

All environmental factors, including air quality, land conditions and topography will be fully assessed with any reasonable mitigations put in place prior to the design and construction of the campus.

The existing school building faces many challenges which cannot be addressed at the current location.

The impact of the new campus on the nearby neighbourhood would be assessed through the design development process.

The new community campus would have facilities which are fit for purpose.

The overall assessment of potential sites suggested that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides an option which can accommodate the educational and community aspirations of the Council.

The overall assessment of potential sites suggested that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides an option which can accommodate the educational and community aspirations of the Council.

The proposal does not involve the amalgamation or merger of Paisley Grammar and Castlehead

The proposal does not require a change to the name of the school.

The proposed site is in Paisley within the Paisley Grammar School catchment area.

The proposed site is within the Paisley Grammar School catchment area. It is acknowledged that this site may be further away for some young people but nearer for others and the Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building.

The relocation of the building does not affect catchment areas and therefore the existing diverse cohort would be unchanged and traffic management, road safety, safe walking routes and all other environmental factors would be addressed through the design development process.

The relocation of the Paisley Grammar school building does not affect catchment areas. Those pupils living outwith the catchment area for Paisley Grammar School would not be entitled to a place at the school.

There is no plan to alter the denominational provision within Renfrewshire.

Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.

#### 4.1.3 Financial

##### Questions:

Increased cost of providing school transport to the council.

##### Responses:

Renfrewshire Council is committed to providing facilities which are fit for purpose and will work with the Scottish Government to secure funding to support improvement in its educational infrastructure.
Resources previously spent on the existing building were required to ensure the environment was safe and free from hazards.
Transport costs are assessed as part of the financial implications of the proposal.

#### 4.1.4 Health and wellbeing

##### Questions:

As the building is run down and cold, pupils and staff often come down with the cold and other illnesses.
Current location provides too many opportunities for pupils to be unhealthy at lunch time.
I'm not keen on the idea that KFC and McDonald's are near the new proposed site, they should be relocated away from school children. The last thing we need are more obese children.
Renfrew Road has fast food outlets mainly for lunch options
Older children who are allowed outside for lunch will no doubt go to the McDonald's across the road as there are no other places to purchase food.
Fast food establishments too close by
Renfrew Road food options are limited and mainly unhealthy choices.
New school would be too close to McDonald's and KFC
Too many fast food outlets close
Unable to walk to school
We have no onsite outdoor facilities for pupils to use which would be detrimental to attainment in PE and to pupils physical and mental well being.
The PE department often has mice, which creates issues with hygiene and illness.
Poor conditions in classrooms and PE base, water leaking, mice and silver fish.
The working conditions for both staff and pupils is of a poor standard. Most classrooms/working areas are infested with Silverfish (bugs) and there are regular infestations of mice.
Vast majority of pupils being driven to school instead of healthy walking and increased pollution.
With fast food chains within walking distance the roads will be a death zone for children.
Although the positives outweigh the negatives, I have concern over the speed of the road and proximity to McDonalds encouraging kids out at lunch time, unhealthy food and road safety concerns.
It is further to travel for my son, he would need to get a bus or cycle.

##### Responses:

Renfrewshire Council is committed to the wellbeing of all children and young people and it promotes healthy and balanced meals options through its catering arrangements. Children and young people are also encouraged to make healthy eating choices through the health and wellbeing curriculum.
The new community campus would have facilities which are fit for purpose.
The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building.
Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.

#### 4.1.5 Infrastructure

## Questions:

Would be of great benefit if a bridge could be built across the water for easier access from Glasgow Airport.
A new school building would be fantastic for children/young people and offer more comfortable and update resources for pupils and staff
Better facility
Having indoor and outdoor PE facilities on site will be a big plus
Better facilities for kids
More space, could incorporate a better sports area
A new building with up to date technology would be fantastic for the children
Need custom built school campus
A building built for purpose of todays needs.
New facilities are necessary to provide the best education for young people in a technologically enhanced world. A complete redesign for the school will allow for technological developments throughout the school estate.
New build would provide appropriate, modern outdoor sports facilities.
Access to sporting facilities instead of accessing other schools.
Potential for more outside space that current school doesn't have
PGS pupils deserve better IT provision in 2020.
Insufficient technology, partly due to age of building
Need need school to have adequate sports facilities
New build should incorporate up to date ITC equipment including smart boards for all classrooms.
Complement the strengths of the music/drama departments with a studio similar to old Merksworth High School studio.
All for the new school, however worried about surrounding infrastructure including roads, traffic and public transport.
I do believe the facilities would improve however it is unclear in the alternatives.
No information provided on what the new facilities will be and how they differ to current
Newly Building/ Environmentally Friendly
A new modern school would be in the best interest of my son
A bigger campus is needed as the intake of pupil will increase with the new housing estates that are getting built in Hawkhead road and beyond.
More information on viability of new build at existing site required (4.17)
My concerns, however, would be transport and infrastructure in an already very busy road. Children would need to go in buses from the majority of homes as new site is not central for most residential areas of Paisley. Businesses in the Glasgow road area will undoubtedly suffer when the school moves and what would the plan be for the current school building and land - it cannot be allowed to be left derelict
Industrial / commercial area

## Responses:

It is envisaged that the educational experience of children will be enhanced through the provision of bespoke resources which will be available at the new campus. The educational benefits of this proposal are laid out at section 6.3 of the Council's report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley".
The new campus would have all the facilities required of a modern secondary school including dining facilities. Renfrewshire Council is committed to the wellbeing of all children and young people and it promotes healthy and balanced meals options through its catering arrangements. Children and young people are also encouraged to make healthy eating choices through the health and wellbeing curriculum.
The new community campus would have facilities which are fit for purpose.

Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management, road safety, safe walking routes and all other environmental factors would be addressed through the design development process.
Section 5 of the report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley" - 12 March 2020, lays out the options appraisal criteria which determined that the site at Renfrew Road provides an option which can accommodate the educational and community aspirations of the Council. Section 6 of this report lays out the educational benefits of the proposal.
The education and children's service policy board report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley" - 12 March 2020, lays out the educational benefits of the proposal to relocate the school. Actual physical provision is determined via a design development process which is informed by the school community.
The size of the existing site at Paisley Road is insufficient for the requirements of a new secondary school.
Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management, road safety, safe walking routes and all other environmental factors would be addressed through the design development process. If the proposal to relocate the school to a new community campus is approved the building and its grounds will be declared surplus to requirement and referred to the Head of Property Services (FRCS) to determine future use.

#### 4.1.6 Learning and teaching

##### Questions:

I agree that the options on building a new school on a different site is best as this means time can be taken to build what is necessary while the children are unaffected at the current school and then can move in once complete.
The children deserve a new campus which meets the standards they deserve without having to choose another school outwith the catchment area just to get a decent environment for learning.
More opportunities for learning in purpose built classrooms
PGS pupils are disadvantaged because of the lack of facilities.
I think it's a fantastic opportunity for the pupils and teachers to access modern suitable facility to teach and learn.
No onsite outdoor sports facilities at the school which makes our timetable very difficult and impacts learning and teaching.
We have no outdoor facilities in the PE dept. This means we have to walk down to Seedhill which has a massive impact on learning and teaching.
There are no onsite outdoor sport facilities at the current campus which is detrimental to learning and teaching in PE. Travel time to Seedhill reduces activity time by twenty minutes at least for each class.
The current building is run down, meaning that a number of classrooms and changing rooms are unusable due to damage. This impacts pupils learning environment negatively as they don't respect their surroundings as they are falling apart.
Up to date learning (I.T.)
We need a new building with modern facilities and infrastructure fit for purpose. Our kids are at a real disadvantage from other schools in the authority. It would be great for kids to get a range of teaching experiences in an environment which is safe for learning.
The staff in this school have been doing a great job despite of the teaching areas they have been using. The pupils and staff need a better facility to engage the pupils and allow them to learn the skills they will need to make Paisley the thriving town it deserves to be.
Lack of modern infrastructure (wifi, PCs, laptops etc) to allow pupils to learn about what they will need to become a member of a modern workforce.
Paisley Grammar pupils deserve to be given an education that supports them to achieve in all aspects of their education in a safe environment.

## Responses:

It is envisaged that the educational experience of children will be enhanced through the provision of bespoke resources which will be available at the new campus. The educational benefits of this proposal are laid out at section 6.3 of the Council's report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley".

The new community campus would have facilities which are fit for purpose.

### 4.1.7 Miscellaneous

#### Questions:

Great idea and badly needed

What is the alternative?

Ability to still operate while new school being built and just a matter of transfer when schools built. And not far from existing school.

## Responses:

It is envisaged that the educational experience of children will be enhanced through the provision of bespoke resources which will be available at the new campus. The educational benefits of this proposal are laid out at section 6.3 of the Council's report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley".

Section 5 of the report "Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley" - 12 March 2020, lays out the options appraisal criteria which determined that the site at Renfrew Road provides an option which can accommodate the educational and community aspirations of the Council.

There would be no construction disruption.

### 4.1.8 Safety and transport

#### Questions:

Although I agree with the need for building a new school I am concerned about how children from the Ralston area are to get along to the proposed site, without direct buses they will struggle to get there easily.

The school is in a central location with good transport links and walking access

I am neither for or against the proposal. I have had to chose an option for or against just to complete this response form. I have chosen against as my daughters will have a longer journey to take to and from school that they would have had in the current school location.

location - see below

safety - see below

Easier for transport

The lack of grounds make intervals and lunchtimes difficult. Pupils end up hanging about the streets which is a safety risk.

Increase of traffic and congestion on an already busy main road.

Renfrew Road is an access road to M8 and airport and already extremely fast moving and busy

The location is extremely dangerous, the road has awful accidents and this will make the road even busier. As a local resident trying to navigate Renfrew road at busy time is horrendous as it is.

travel distance from eastend paisley very busy roads

will help to reduce congestion on glasgow road

Safety of children on said busy main road.
Amount of traffic already on Renfrew Road is high and eillnrise
easy accessible on foot or public transport.
Well serviced by public transport
The road is so limited and congested unless there was new road link from the B&Q area taking you toward love st etc the chaos this will create is unthinkable.
my children will not be walking along busy roads for over hour to get to school eastend deserves local school
As stated, you are running the risk of children being seriously injured on the Renfrew road.
LOCATION - WILL BE AWKWARD AND DANGEROUS FOR DROPPING OFF AND PICKING UP CHILDREN
INCREASE OF TRAFFIC ON THE RENFREW ROAD AND SURROUNDING AREA
The new location does not have good road safety access, busier road due to motorway
EXTRA PUBLIC TRANSPORT WOULD BE NEEDED
Renfrew Rad has a history of bad road accidents
I am very much in favour of the council developing a new larger school with modern facilities which will be of great benefit to young people in Paisley. My main concern is that of transport. I think any school proposal should have safe active travel as one of its underpinning considerations which whilst mentioned in the report, isn't given detailed consideration. I would have serious concerns around my son cycling on the busy route via Seedhill Rd, Lacey St, Glasgow Rd and Renfrew Rd and I can't visualise how and where you would create off road cycle routes in these areas.
There are safe quiet cycle routes available to Castlehead High and St Andrews Academy therefore in selecting this new location I believe many will request placement in other high schools which may not have been factored into your projection numbers.
As well as active travel, if this site is taken forward, green space and large outdoor sports facilities should be embedded in the design.
I am concerned about the the traffic on Renfrew Road, the increase in traffic and footfall on what is already an extremely busy stretch of road. Teenagers will take risks crossing roads.
Contd. What sort of safety considerations and traffic calming measure will be put in place?
I support the move to relocate the school, but have real concerns for children travelling from the east end of Ralston. There is no direct transport for those children and an already lengthy journey is likely to increase significantly. I am also concerned about how busy Renfrew Road will become as would imagine majority from Ralston will drive children to school given distance. I would also prefer that a move for the Grammar also then has a domino effect for St John Ogilvie and Williamsburgh who could combine and share a campus in old Grammar footprint as expansion of those schools is needed to cope with increasing Hawkhead estates
The traffic on Renfrew road is terrible right now but, placing a high school there will result in the road becoming even more dangerous. As there will be in an increase in the number of pupils attending so too parents dropping off/picking up.
Horrendous traffic problems no matter what traffic management systems are put in place.
The new location does not have good road safety access, busier road due to motorway.
Renfrew Road has been notorious for bad road accidents.
New site will be on a very busy road increasing chance.of road traffic accidents for dopsmoff and pick up time.
Busy Road
Busy road for dropping off and collecting children Poor cycle routes
Busy road increases risk of children being injured
New site on a very busy road posing a risk to the children when moving around local area
Not very accessible for parents to drop kids off
On a very busy road

Poor transport links
Renfrew road and one way junction would not cope with increased traffic
Site is unsuitable, Renfrew Road a very busy and dangerous road with a huge traffic volume given its proximity to Glasgow Airport, M8 slip road and retail park. Airport noise and sewage works atmosphere unsuitable.
Terrible transport links
The proposed location is much busier with existing traffic and potentially more dangerous for kids
There is no reasonable place for people to cross without them running across the road, again a traffic hazard.
Traffic on Renfrew road is already challenging and it will further impede movement on a main route in and out of Paisley
The main toad traffic and commuting of pupils concerns me, measure need to be installed to provide a safe walking/commuting route to and from school
This location will be perfect. Just concerned for my son walking across the road at b&q/motorway and hope there is a new road crossing planned
The only issue I have is safe travel to and from the campus from all directions.
Distance for catchment pupils to travel as they will be unable to walk
Journey time to school is doubled with no direct public transport available. Will transport be provided and as live out with catchment would my child be able to take it?
Too Far from our house
Students from edges of Paisley will find this location difficult to travel to i.e. lots will be unable to walk.
Transport
People who are unable to drive or can't afford public transport everyday are at a disadvantage due to the new location.
Distance
Current pupils will be required to travel a lot further to get to Renfrew Road.
How will Ralston pupils travel to the new site as it will be 2.7 miles from my house in Ralston to the new site?
Traffic, safety and busy
Limited transport links making access to a hook more difficult
School will be at the centre of what is already a retail park instead of near green space.
I am reluctant to send my daughter - currently P7 at Todholm Primary - to Paisley Grammar because of the location of the proposed new build. I feel that it is too far away from our home address and the one way system in place in that part of Paisley makes it very difficult for me to drive her there in the morning and still get to work on time myself. The roads are very busy in that area and I feel concerned about the safety aspect her making her own way to the school on foot from the town centre.
I believe providing new facilities for the Paisley Grammar is long overdue however, if the school is going to be placed at the Chivas site measures must be addressed and put in place. The road is extremely busy and pavements are not adequate in size for all of our children to be safe, this must be addressed. Increasing the size of the school will inevitably increase the number of pupils attending, and in turn the number of footfall outside the school grounds. If children are to be allowed out of school grounds at lunch time, other options for food must be provided to try deter them from eating fast food everyday. Transportation for children who aren't able to be dropped off or families who cannot afford public transport everyday, needs to be looked at. Additionally, a lot of children walk to school by themselves therefore, new traffic signals, road humps, speed cameras, traffic patrol etc. leading up to the new site, must be addressed to ensure an increased level of safety.

<p>No information on impacts of substantial new travel arrangements for majority of pupils (new single journey bus arrangements to and from new site from Ralston and Williamsburgh for example). Would a free bus be provided to and from the proposed new campus?</p> <p>No estimated timescales for build offered and no explanation of how the build, if approved, would impact existing and newly enlisting students for sessions 2020/2021, 2021/2022, and thereafter depending on proposed completion date of new build.</p> <p>More evidence required as to the suitability of the topography of proposed new build (4.18)</p>
The school is in disrepair and not up to par

## Responses:

<p>Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.</p>
<p>Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management, road safety, safe walking routes and all other environmental factors would be addressed through the design development process.</p>
<p>The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building and traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds. Safe drop off facilities will ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development safe walking routes.</p>
<p>The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building.</p>
<p>The overall assessment of potential sites suggested that a new build Paisley Grammar Community Campus at Renfrew Road in Paisley provides an option which can accommodate the educational and community aspirations of the Council.</p>
<p>Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes.</p>
<p>Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes and the Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building.</p>
<p>The relocation of the building does not affect catchment areas.</p>
<p>The Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building.</p> <p>At this point Renfrewshire Council is engaging with the school community to determine the views of that community on a proposal to relocate the school. Subject to approval to proceed, the design development phase would commence. This would be informed by the views of stakeholders and a timeline would be determined and communicated. If approved, the build would not impact on any new cohort as it is remote from the existing building where the new cohorts would remain until the new campus was available.</p> <p>All environmental factors, including land conditions and topography will be fully assessed with any reasonable mitigations put in place prior to the design and construction of the campus.</p>

## 4.2 Email and written submissions:

I am generally in favour of proposals to relocate the school to a modern building on a larger site. However the proposed new site is some distance from the current site and the proposals will involve increased travel for many pupils and parents. I am currently a



resident of the estate to the South of the proposed site adjacent to the McDonalds restaurant. I am concerned about the impact of increased traffic on the Renfrew Road and the current roundabout which currently serves the site. I think it is essential that all buses and cars associated with the proposal are not parked for any length of time on Renfrew Road (one of the busiest roads in Renfrewshire). The proposed site is large enough to be able to offer generous onsite parking for all buses and cars belonging to staff, parents dropping off children and even pupils themselves. Serious consideration needs to be given to improvements to the road access to the proposed site. Despite the increase in quality, quantity and choice of school meals since my time as a pupil, I would envisage a demand from pupils to visit the McDonalds restaurant on the South side of Renfrew Road and the bus stops servicing buses heading into Paisley Town Centre. This should be taken into account in the traffic management proposals.

R: Thank you for your comments and contribution to the formal consultation on the relocation of Paisley Grammar School. In relation to the observations you have made with regard to the location of the new community campus and issues relating to traffic and road safety, please be assured that Renfrewshire Council is committed to the wellbeing and safety of all children and young people and its communities. Traffic management schemes will be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities will ensure appropriate levels of pedestrian / vehicular segregation. In this respect Children's Services will ensure the Council's roads and transport teams are central to the development of this proposal.

I would like to put forward my views on the possible relocation of Paisley Grammar School. The long history of the school, established under royal charter, over 500 years ago, is recognised, as well as its location being within the town centre during this period. The current building is grade B listed and over 120 years old. The use of this building must be considered if any move does take place. You will know that there were plans for the closure of the school in the 1980's which were changed after intervention from Westminster.

The catchment area for the school covers a wide area, primarily the east end of Paisley. The effect the school has a wide variety of benefits in the area. For instance, the businesses located in the area benefiting from having the school in the vicinity, with children and relatives making use of the local economy. If the school was removed from Glasgow Road the businesses in the area would suffer, less footfall, less impetus to come to the east end of Paisley. At the current time this is not something that should be taken lightly, there are other areas of our town showing the current economic stresses. I would like to draw your attention to the National Planning Framework (NPF3); 'NPF3 reflects the importance of town centres as a key element of the economic and social fabric of Scotland. Much of Scotland's population lives and works in towns, within city regions, in our rural areas and on our coasts and islands. Town centres are at the heart of their communities and can be hubs for a range of activities. It is important that planning supports the role of town centres to thrive and meet the needs of their residents, businesses and visitors for the 21st century'. I feel that I should also raise the town centre first principle; 'The town centre first principle, stemming from the Town Centre Action Plan, promotes an approach to wider decision-making that considers the health and vibrancy of town centres.' The policy principle I think needs to be addressed too; 'Planning for town centres should be flexible and proactive, enabling a wide range of uses which bring people into town centres. The planning system should: apply a town centre first policy [33] when planning for uses which attract significant numbers of people, including retail and commercial leisure, offices, community and cultural facilities; encourage a mix of uses in town centres to support their vibrancy, vitality and viability throughout the day and into the evening; ensure development plans, decision-

making and monitoring support successful town centres; and consider opportunities for promoting residential use within town centres where this fits with local need and demand. The full details can be found in the NPF3 document;

<https://www.gov.scot/publications/scottish-planning-policy/>

Removing the Grammar from the town centre will sever the links between the school and the local community, of that there can be no doubt. The strong links this school has are easily examined by those involved in the campaign for it to remain open in the 1980's. There are still a number of Grammarians that have developed careers that have a strong affection and interest in the town because of this strong link. Removing a school from the heart of a town, moving to its outskirts in an industrial area, with no local businesses, no services, difficult and constrained transport infrastructure, is not sensible in my opinion. Looking at transport, there would be a large scale commute for pupils from one side of Paisley to the proposed site. This would be mass movement on the A762 to Renfrew Road through narrow railway tunnels at peak congestion times. Commutes from one end of Paisley to another during peak times is not a good idea in my opinion. I hope that you would consider these points as part of your consultation process.

R: Thank you for your comments and contribution to the formal consultation on the relocation of Paisley Grammar School. In relation to the observations you have made with regard to the location of the new community campus, please be assured that the process of options appraisal considered all appropriate sites in all potential locations within the catchment area of the school. In this respect, it is believed that the site at Renfrew Road best meets the requirements of a new community campus as it has the potential to deliver educational and community benefit to the children and young people of Paisley Grammar and the wider school community while no other options, within the town centre area, could address these requirements. Additional to this is Renfrewshire Council's ambition to improve the educational experience of children and young people attending Paisley Grammar School by aligning this proposal with its programme of economic regeneration in Paisley and the opportunities which arise from accommodating Paisley Grammar Community Campus within an education corridor which also includes West College Scotland.

Please also be assured that the concerns you highlight around road safety; traffic management; and transport to and from school will be addressed through the design development phase of this proposal, should it be approved and progressed. In this respect Renfrewshire Council is committed to the wellbeing and safety of all children and young people. Traffic management schemes would be developed to promote positive and considerate behaviour around the school grounds and safe drop off facilities ensure appropriate levels of pedestrian / vehicular segregation and Children's Services would ensure the Council's road safety teams were central to the development of safe walking routes. Where it is not possible to walk to school the Council's free school transport policy would apply for any young person entitled to attend the school who lived more than 2 miles from the school building.

You also note concern regarding the historic links to the town centre and the potential impact of this proposal on local business. Please be assured that the historical contents of the old building can be relocated to the new campus or to an alternatively appropriate location to ensure there is no legacy loss and I am advised by colleagues within the Council's planning department that any matters arising in relation to planning policy, in terms of future use of the existing building, will be addressed in any planning application that follows.

- 4.3 Comments and responses from a representative group of children and young people potentially affected by the proposal.
- 4.3.1 Paisley Grammar School and its associated Primary Schools were asked to undertake a survey with children and young people on the proposal to relocate the school to a new build community campus.
- 4.3.2 It is noted that representative groups of children and young people from Paisley Grammar School and almost all its associated primary schools (Gallowhill, Ralston, Todholm and Williamsburgh Primary Schools) recorded their support for the proposal. Details of their observations are attached as an appendix to this report.
- 4.3.3 One associated primary school, Mossvale, submitted its survey details after the formal consultation closed. While supportive of the proposal the comments have been issued to Education Scotland but they do not form part of the formal response.
- 4.3.4 Renfrewshire Council welcomes the positive comments received from children and young people and will seek to address the concerns intimated by some through appropriate feedback and reassurance when the final decision on this proposal is made.

## **5 Feedback on virtual public consultation meetings.**

- 5.1 Renfrewshire Council values feedback on its approach to consultation and therefore conducted a short survey to ascertain levels of satisfaction with the arrangements implemented to conduct this public consultation online.
- 5.2 Responses to this survey indicated that respondents found the online meetings informative and the presentations on the proposals clear.
- 5.3 In total 25 individuals responded to the survey with 24 individuals scoring their levels of satisfaction with meetings as 3, 4 or 5 out of 5.

**THIS IS A CONSULTATION DOCUMENT**  
**Proposals relating to:**

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

**1. Introduction**

- a. 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”.
- b. This report seeks approval to consult on the proposal to relocate Paisley Grammar School. In accordance with Section 2 and Schedule 1, Para 3 of the 2010 Act a proposal to relocate a school is a relevant proposal for the purposes of the 2010 Act.
- 1.3 This is the proposal paper, produced by the Council in accordance with the terms of Sections 1 and 4 of the 2010 Act. This proposal paper must:
  - a) set out the details of the relevant proposal;
  - b) propose a date for implementation of the proposal;
  - c) contain the educational benefits statement in respect of the proposal;
  - d) refer to such evidence or other information in support of (or otherwise relevant in relation to) the proposal as the Council considers appropriate; and
  - e) give a summary of the process provided for in the 2010 Act.

The Council must do the following:

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

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

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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.

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### **3 Consultation arrangements**

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

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### **4 Rationale for Change and Strategic Context**

- 4.1 In May 2019 the education and children's services policy board approved the report "Developing the School Estate Management Plan (SEMP 2020)" which included a proposal to replace Paisley Grammar School with a new learning environment to meet the needs of the school's pupils and the local community.
- 4.2 Through its school estate project team, the Council reviewed the performance of the school estate in terms of core fact findings, which relate to the sufficiency; condition; and suitability of buildings and assessed current and future housing development; considering how new housing impacted on roll projections.
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- 4.3 Condition surveys of the secondary school estate showed that: 4 schools were categorised at condition level "A"; 6 schools were categorised at condition level "B"; and 1 school, Paisley Grammar School, was categorised at condition level "C" which means that the building is showing signs of major defect and that it is not operating as intended. To address the situation at

Paisley Grammar School the Council has invested in essential repairs and maintenance to ensure that facilities remain fit for purpose.

- 4.4 Assessment of the suitability of the secondary school estate showed that: 5 schools were categorised at suitability level “A”; 5 schools were categorised at suitability level “B”; and 1 school, Paisley Grammar School, was categorised at suitability level “C” which means that the building has major problems affecting its operational efficiency.
- 4.5 On the basis of current roll projection, it is anticipated that a new Paisley Grammar School will have to accommodate circa 1,200 pupils.
- 4.6 The combined assessment of current performance and future need informed the prioritisation process and provided the evidence base which supported the proposal to invest in the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
- 4.7 The Council’s vision for its school estate is to promote learning and achievement, and to give children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for learning in the 21st century.
- 4.8 This vision is underpinned in our local objectives:
- to provide the best educational experience for all learners in Renfrewshire;
  - to satisfy the condition, sufficiency and suitability core facts;
  - to retain services within communities where possible; and
  - to provide environmentally and economically sustainable facilities with lower carbon footprints.
- 4.9 This proposal for a new Paisley Grammar Community Campus has been developed in line with the Scottish Government’s “Scotland’s Learning Estate Strategy”; following the strategy’s guiding principles:
- learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
  - learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
  - the learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
  - the condition and suitability of learning environments should support and enhance their function;
  - learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
  - learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;

- outdoor learning and the use of outdoor learning environments should be maximised;
- good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
- collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and
- investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

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

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

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

- It would build upon existing opportunities for partnership working between the secondary school and college in alternative curriculum provisions such as: hospitality; early years practice; sports; drama; and apprenticeships.
- The facilities, which would be agreed and developed throughout the design phase, might include enhanced social areas such as a community café. It could also provide theatre / performance and enterprise space for the use of the school, wider community and local business. The proposal could also provide training and enterprise facilities and conference spaces, supported by extensive catering



facilities, to be utilised by local businesses encouraging growth in our local economy.

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

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

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

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

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

- 5.2. The EBS must include the following:

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

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

for sharing knowledge, skills and experiences across this wider curriculum provision.

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

opportunities that will arise from Renfrewshire Council's economic strategy.

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

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

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

- The proposal would provide a bright, naturally ventilated environment, which supports active learning, energises the learning community and supports the wellbeing of all its users.
- Dining and social areas would be improved and this, along with the development of external flexible spaces, would encourage young people to socialise; potentially improving their health and wellbeing.
- The design of the new campus would consider how young people move around the school throughout the day; improving circulation and orientation and further enhancing the ethos of the school.
- PE facilities would be designed to meet the needs of the school community; providing for a range of indoor and outdoor physical activities.
- Quiet spaces would be provided to support the emotional wellbeing of all young people and for those pupils with specific additional support needs.
- The proposal would provide bespoke intensive support facilities designed around the needs of the young person.
- The new campus would be compliant with the provisions of the Equality Act (2010); it would be fully accessible to people with mobility difficulties and additional support needs. This would help support the Council's aim to develop a fully integrated education service which meets the needs of all learners.
- All areas of the curriculum would be accessible and take account of a broad range of needs. In addition, young people with social and emotional difficulties would benefit from an environment which enhances the learning experience and is more engaging and personalised.
- Better vocational provision with clear learning pathways leading to further education, for example, would better meet the needs of young people who may not have their needs met through a more traditional learning experience within the limited confines of the current buildings.

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

- The design principles for the building would reflect the school's vision, values and aims and they would be informed by the school's socio, economic and cultural context.

- Opportunities to promote citizenship would be further enhanced through the possible co-location of council services and other organisations.
- The open environment and assembly spaces would provide opportunities for whole school activity and the promotion of the school's promoting positive behaviour ethos.

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

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

#### 5.3.6. How does the proposal support school leadership?

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

#### 5.3.7. How does the proposal support teacher professionalism?

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

#### 5.3.8. How does the proposal support parental engagement?

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

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

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

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

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

- 5.5. How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented).
- Construction of a new Paisley Grammar Community Campus at an alternative site would ensure that the continuity of learning is not affected by construction disruption.
  - Curricular and logistical arrangements would be developed by the school to ensure a smooth transition for all children and young people and staff to the new building.
- 5.6. The benefits, which we believe, would result from implementation of this proposal.
- In addition to the benefits noted above, Children's Services believe that this change would support improvement in the overall efficiency of the school estate which ultimately supports all children and young people within Renfrewshire.

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## **6. Impact on schools and their communities**

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

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## **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	20 August 2020
Consultation document to be issued outlining the proposal to: <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</li> </ul>	31 August 2020

<p>to be representative of the staff (teaching and other) at any affected school;</p> <ul style="list-style-type: none"> <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>	
<ul style="list-style-type: none"> <li>Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press;</li> <li>Social media release; and</li> <li>Questionnaire to go live on the Council website.</li> </ul>	31 August 2020
<p>To comply with current physical distancing measures the public consultation meeting will take place in the “Arena” at the Lagoon Sports Centre at 6.30pm. This venue has accommodation to provide space for a physically distanced meeting and the infrastructure to support live streaming of the event.</p>	22 September 2020
<p>Public consultation period ends 6 weeks after 31 August 2020. This is the date on which all consultation documents were issued and publicised. The total period excludes any school holidays or in-service days.</p>	20 October 2020
<p>Report to Education Scotland on outcome of consultation.</p>	30 October 2020
<p>Response from Education Scotland on outcome of consultation.</p>	20 November 2020
<p>Consultation response report (including Education Scotland response) presented to Education and Children’s Services policy board meeting stating consultation outcomes and making final recommendation.</p>	21 January 2021
<p>Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children’s services policy board approval.</p>	29 January 2021

## Appendix 3

### Equality Impact Assessment relating to: Relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley

Officer and department responsible for completing the assessment.	Ian Thomson, Children's Services.
Name of policy, strategy or project.	Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
What is the main purpose or aims of the policy, strategy or project?	To address the condition and suitability challenges of the existing Paisley Grammar School Building.
Who will be the beneficiaries of the policy/strategy/project?	The creation of a community campus incorporating Paisley Grammar School will be beneficial to the school and extended community.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	Approval to consult on this proposal was authorised by the education and children's services policy board in March 2020 and all interested parties were supplied with, or had access to, the Council's proposal. The consultation adhered to the Schools (Consultation) (Scotland) Act 2010; commencing on 31 August 2020 and closing on 20 October 2020.
Have you consulted on the policy?	<p>As above. Subsequent to approval to consult, local lockdown restrictions across the Council area meant that the public meeting scheduled to take place at the Lagoon Leisure Centre on 22 September 2020 could not be undertaken at this venue and the public meeting was replaced by 2 "virtual public consultation meetings" which took place on 22 September 2020 and 30 September 2020.</p> <p>At this meeting attendees were advised of Renfrewshire Council's commitment to the Equalities Act 2010. No adverse comment was received.</p>

Complete the following table and give reasons/comment where:

- 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.
- 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
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	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	Appropriate transport arrangements are based on individual need.
Religion / Belief		✓		✓	
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

# Schools (Consultation) (Scotland) Act 2010

## Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to relocate Paisley Grammar School to a new build Community Campus.

November 2020

### 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 relocate Paisley Grammar School to a new build Community Campus. 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 and young people of the school; any other users; 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:

attendance at the virtual public meetings held on 22 and 30 September 2020 in connection with the council's proposals;

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

virtual visits to the sites of Paisley Grammar, Gallowhill Primary, Mossvale Primary, Ralston Primary, Todholm Primary and Williamsburgh Primary Schools 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 consultation period ran from 31 August to 20 October 2020. The council had originally planned a public meeting for 22 September 2020 to be held at the Lagoon Leisure Centre. However, due to the developing Covid-19 situation and taking account of public health risks, the council cancelled this meeting and arranged two virtual public meetings; one on 22 September and one on 30 September 2020. Sixty-seven stakeholders took part in the virtual meetings. In order to seek further the views of stakeholders, the council arranged a number of consultation sessions with children and young people from Paisley Grammar School and its associated primary schools. The council received 133 responses to an online questionnaire in addition to two email responses from stakeholders. Fifty-eight percent of the responses were in favour of the proposal and forty-two percent against.

### **3. Educational aspects of proposal**

3.1 The current suitability of Paisley Grammar School is judged by the council to be at condition and suitability “C” – poor, with a few aspects below that. Young people are required to go offsite to access some physical education facilities. The existing site is not sufficiently large to build a replacement for the current building. The council has clearly set out a number of important educational benefits in its proposal paper. A new campus has the potential to improve the learning environment for young people. The proposed new location could help build further partnership working between the secondary school and West College Scotland in terms of wider curriculum provision.

3.2 Young people who met with HM Inspectors welcome the improved facilities that a new school building will bring. They think the current toilets, changing areas for physical education and social areas within the current school are poor. Staff, parents and young people believe that new outdoor areas for learning, recreation and social meeting areas will enrich young people’s experience. Senior staff and teachers across the cluster are confident that the new campus will be improved through enhanced facilities, for example, in drama, music, technologies and physical education. Improved partnership with West College Scotland could widen curricular pathways and help to develop further young people’s skills for learning, life and work. HM Inspectors agree that the proposed campus also has the potential to open new opportunities for the wider community within and beyond normal school opening times.

3.3 Stakeholders welcome the council’s commitment to designing a campus which will allow spaces to be used flexibly and creatively. They acknowledge that a new campus could enhance and develop further learning experiences which are relevant, meaningful and challenging. Senior leaders are confident the new campus will allow the school to maintain young peoples’ academic achievements whilst increasing the option of following vocational and technological pathways. Young people and staff are keen that the design for the new school creates improved facilities for subjects including STEM (science, technology, engineering and mathematics); drama, performance and media; and ICT (information and communications technology).

### **4. Summary**

HM Inspectors agree that the council’s proposal has clear educational benefits. A new campus has the potential to provide a high-quality learning environment. A new school could be developed to use space more creatively and flexibly with regard to areas for learning and social spaces. The curriculum could improve through enhanced facilities, for example, in drama, music, technologies and physical education. Improved partnership with West College Scotland could widen curricular pathways and help to develop further young people’s skills for learning, life and

work. The proposed campus also has the potential to open new opportunities for the wider community within and beyond normal school opening times.

Parents agree that the new campus will bring wider opportunities and improved experiences for young people. A few parents raised concerns over safety with regard to heavy traffic around the proposed site. Should the proposal go ahead, it is important that the council continues to listen to these concerns and works with stakeholders to find appropriate solutions which brings reassurance with regard to these issues.

**HM Inspectors**

**November 2020**








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

**On:** **21 January 2021**

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

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**Heading:** **Scottish Attainment Challenge End of Year Report**

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## **1. Summary**

- 1.1. This purpose of this report is to inform the Education and Children's Services Policy Board of the progress made in relation to the Scottish Attainment Challenge as part of revised end of year reporting arrangements.
  - 1.2. Renfrewshire became one of nine challenge authorities in 2016. The overall aim of the Attainment Challenge is to close the poverty-related attainment gap.
  - 1.3. As part of the grant requirements, a bi-annual report is submitted to Scottish Government which outlines progress towards three long-term outcomes. The outcomes are to improve learning and teaching, improve health and well-being and to close the poverty-related attainment gap.
  - 1.4. This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Coronavirus pandemic has been profound, and presented us with unparalleled challenges. The school and early learning and childcare closures in March 2020, resulted in significant changes in working practices and routines.
  - 1.5. Despite these challenges however, very good progress has been made and workstreams have successfully adapted and continue to deliver high quality, evidence-based approaches which are having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire children and young people.
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## **2. Recommendations**

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

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### **3. Background**

- 3.1. There are five main work-streams within the Attainment Challenge. These are data analysis, learning and teaching, families and communities, leadership and care experienced children and young people.
- 3.2. In recognition of the challenges presented by Covid-19 and the resultant closure of schools since late March, the Scottish Government adjusted the reporting process and requested an update on the mid-year academic report which was submitted in March 2020 rather than requesting the completion of a separate template.
- 3.3. This report will summarise the key messages from the end of year report.

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### **4. Progress**

- 4.1. As a result of Covid-19, there has been no update to the Curriculum for Excellence (CfE) data which is used centrally to analyse improvements in attainment and achievement in the broad general education (BGE). However, our qualitative evidence continues to demonstrate the strong impact that the Attainment Scotland Fund approaches, including Pupil Equity Fund (PEF), is having on improving learning and teaching, health and wellbeing and raising attainment for all while closing the poverty related attainment gap.
- 4.2. The percentage of 2018/19 Renfrewshire school leavers in a positive destination is 95%. This is an increase of 2 percentage points since 2017/18 and an increase of 4 percentage points over 5 years.
- 4.3. The attainment gap in the percentage of school leavers achieving SCQF level 5 in literacy and numeracy has continued to decrease. The gap has reduced by 14 percentage points in both literacy and numeracy since 2014. This reduction in the size of the gap is due to strong increases in attainment of children and young people living in the 20% most deprived areas.
- 4.4. Excellent progress has been made this year with regards to health and wellbeing. All Renfrewshire schools are engaged in the Renfrewshire Nurturing Relationships Approach (RNRA) to support emotional and social wellbeing and every school has adopted a health and wellbeing approach or model. This year, three schools achieved the SEL Worldwide Model School Status (PATHS awards) in recognition of their outstanding commitment to social and emotional learning in their school:
  - Bishopton Primary and Early Years Class
  - St Margaret's Primary and Early Years Class
  - Todholm Primary and Early Years Class
- 4.5. Our Local Education Recovery Plan, Build Back Better, was developed to support all establishments with the return to school. At the heart of this plan is health and wellbeing. As part of a national scrutiny exercise, Education Scotland noted that there was "a clear focus on ensuring wellbeing of children, young people and staff". Our approach to recovery has also been showcased on the National Improvement Framework (NIF) hub.

- 4.6. The SAC Development Officer team were a valuable resource during a very challenging and unprecedented time for schools. The team worked collaboratively and responsively to ensure that high quality learning and teaching continued to be a priority during lock-down. A range of digital literacy and numeracy resources were developed and shared across schools to support engagement and participation.
- 4.7. The Families and Communities workstream has provided on-going essential and valuable support during lock-down particularly around supporting and responding to mental health and wellbeing and parental engagement. In particular, a suite of trauma-informed resources based on RNRA ('Nurturing Wellbeing to Build Back Better') was developed. A Coping During Covid Helpline was set-up to support parents, children and young people who are experiencing wellbeing difficulties due to the impact of COVID-19.
- 4.8. Despite the pressures and challenges faced by staff, we continued to build capacity and leadership development during lock-down through a range of professional learning opportunities at all levels. Staff leadership programmes were completed remotely and participation rates were high.
- 4.9. All teams supporting care experienced children and young people have used a range of innovative approaches to ensure continued engagement throughout the lockdown period, impacting positively on the wellbeing of the young people and their families. Access to suitable ICT equipment has been provided as required to enable engagement with online learning and any other virtual support being offered from organisations.
- 4.10. Targeted support was provided to groups of children and young people during lock-down from a range of teams including Transition Teachers, Inclusion Support Assistants SPACE workers and Aberlour Mentors.
- 4.11. Finally, strong governance arrangements and processes enabled the Attainment Scotland Fund programme to be integrated into recovery planning and to ensure that outcomes and impact continued to be tracked and monitored.

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## Implications of this report

1. **Financial**  
None
2. **HR and Organisational Development**  
None.
3. **Community/Council Planning**

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

Working together to improve outcomes

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

**4. Legal**  
None.

**5. Property/Assets**  
None.

**6. Information Technology**  
None.

**7. Equality and Human Rights**

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

**8. Health and Safety**  
None.

**9. Procurement**  
None.

**10. Risk**  
None.

**11. Privacy Impact**  
None.

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

**13. Climate Risk**  
None.

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## List of Background Papers

- (a) Background Paper 1: None.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Lauren Johnston, Project Manager, 0141 618 4023, [lauren.johnstone@renfrewshire.gov.uk](mailto:lauren.johnstone@renfrewshire.gov.uk).

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**Children's Services**

LJ/KO

23/11/2020

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






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

**On:** **21 January 2021**

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

**Heading:** **Additional Support Needs (ASN) Home to School Travel Assistance Policy**

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## **1. Summary**

- 1.1. In line with legislative requirements, Renfrewshire Council's home to school transport policy ensures children and young people attending mainstream schools outwith walking distance are able to do so. However, this policy does not make provision for specific circumstances where a child or young person has additional support needs which prevents them from accessing learning.
  - 1.2. Following a review of current practice, the attached Additional Support Needs (ASN) home to school travel assistance policy (see appendix) has been developed to provide a framework for home to school travel assistance for eligible children and young people with additional support needs which sets out the criteria by which this will be agreed.
  - 1.3. As there has not been an ASN home to school travel assistance protocol, the attached policy provides the requisite framework which will provide appropriate support where this is required. Decision making for ASN home to school travel assistance should be based on a balance between the needs of each individual child or young person, encouraging their independence, active travel and the council's duty to ensure a financially responsible approach.
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## **2. Recommendations**

- 2.1. The Education and Children's Services Policy board is asked to approve the ASN home to school travel assistance policy attached as an appendix to this report.
-

### **3. Background**

- 3.1. The legal basis for home to school transport provision is found in the Education (Scotland) Act 1980, Sections 42(4) and 51(1), as amended by the Education (Scotland) Act 1981, Section 2, the Education (Scotland) Act 1996, Schedule 5 and the Standards in Scotland's Schools etc Act 2000, Section 37.
- 3.2. While Additional Support for Learning (Scotland) Act, 2004 (amended 2009) outlines roles and responsibilities for local authorities in relation to the provision for those children and young people identified with additional support needs, there are no specific provisions in relation to home to school travel assistance. It is expected however that local authorities will make reasonable adjustments to ensure that children and young people with ASN can benefit from education. This can include the provision of specific home to school travel assistance.
- 3.3. Renfrewshire currently provides alternative transport to around 700 pupils with ASN attending schools within and outwith Renfrewshire. This transport is comprised of internal council vehicles, and private transport contractors engaged via a transport framework. The ASN home to school travel assistance policy (hereafter referred to as the policy) aims to encourage the independence of children and young people wherever possible and to build on a range of sustainable travel options to meet their needs.
- 3.4. The transport section within children's services provide the administrative and organisational support to central officers within children's services who make decisions about when transport should be awarded. Requests for ASN home to school travel assistance are received from schools and early years establishments, parents, and social work staff. Home to school travel assistance is also provided for pupils who attend the Renfrewshire additional support needs schools of Mary Russell and Riverbrae, as well as those pupils who access full or part time support at a Renfrewshire ASN base.
- 3.5. When a request for ASN home to school travel assistance is made, it is crucial that this comes from the team around the child within the school or nursery. This ensures that all relevant partners including the parent has had an opportunity to consider the need for transport in line with this policy and provide relevant information which will allow decisions to be made.
- 3.6. Year on year more children and young people are put forward for consideration for ASN home to school travel assistance due to their own needs and/or the needs of their families. It is therefore crucial to provide a clear framework to ensure that decisions are made about the awarding of home to school travel assistance fairly and equitably in accordance with this policy.

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### **Implications of this report**

#### **1. Financial**

It is intended as a result of this policy, that a clear framework for decision making provides best value for council resources.



**2. HR and Organisational Development**

None.

**3. Community/Council Planning**

Our Renfrewshire is safe

- This policy takes account of the safety and wellbeing needs of children, young people and staff

Tackling inequality, ensuring opportunities for all

- This policy ensures equality of allocation of home to school travel assistance

Creating a sustainable Renfrewshire for all to enjoy

- This policy encourages the use of sustainable methods of home to school travel assistance

**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**

Due regard is given to health and safety issues in relation to council fleet and contract provision.

**9. Procurement**

Procurement policy is fully adhered to.

**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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**Children's Services**

SB

7 December 2020

**Author:** Susan Bell, Education Manager  
Susan.bell [-hq@renfrewshire.gov.uk](mailto:sb@renfrewshire.gov.uk) tel 07983 855712

**Renfrewshire Children's Services: Home to school travel assistance policy for children and young people with additional support needs**

**1. Introduction**

- 1.1 Renfrewshire Council places a strong emphasis on including pupils with additional support needs within their own communities, and this home to school travel assistance policy reflects that commitment.
- 1.2 This policy provides information to enable access to home to school travel assistance for children and young people with additional support needs.
- 1.3 Parent/carers have a responsibility to ensure that their child/young person attends school and for making the required travel arrangements. Renfrewshire Council, however, provides home to school travel assistance if the child/young person meets the distance criteria and in addition takes account of any additional support needs that prevent them from travelling on the same transport as peers.
- 1.4 Renfrewshire Council wishes to promote the independence and well-being of all children and young people through a range of travel options. All children and young people should be encouraged where possible to follow a healthy lifestyle including walking a reasonable distance to school accompanied where necessary.
- 1.5 This policy is aimed at parent/carers, children and young people; relevant council staff involved in travel arrangements and other relevant stakeholders. In implementing this policy, Renfrewshire Council aims to provide information about the provision of home to school travel assistance for eligible children and young people with additional support needs and to set out the criteria by which this can be awarded.

**2. Legislative framework**

- 2.1 Children attending school in Scotland are entitled to free home to school travel assistance if their walking distance from home is more than two miles for children under the age of eight and three miles for children over the age of eight (Education Scotland) Act 1980 para 42(4)).
- 2.2 The current policy in Renfrewshire is to provide home to school transport for walking distances greater than one mile for primary school children and two miles for secondary school children, or where there is no safe walking route.
- 2.3 The Additional Support for Learning (Scotland) Act, 2004 (amended 2009) outlines roles and responsibilities for local authorities in relation to the provision for those children and young people identified with additional support needs. There are no specific provisions in relation to home to school travel assistance.

### 3. Eligibility Criteria

- 3.1 The distance criteria at 2.2 applies to all children and young people, including those with additional support needs. It is acknowledged however that some children and young people will require home to school travel assistance because of their additional support needs.

Children attending an authority ASN establishment will be entitled to home to school travel assistance pending individual assessment of need.

Children or young people who live **within the mileage distance** will be considered for home to school travel assistance under the following criteria:

- the child has a physical or sensory impairment or a severe, profound or multiple learning/behavioural difficulty which requires specialist transport arrangements or supervision
  - there are health or medical grounds in relation to a child or young person which may prevent them walking to and from school safely.
- 3.2 Some children and young people with additional support needs will be able to make use of mainstream school transport, which ensures their inclusion and encourages independence.
- 3.3 Requests for ASN home to school travel assistance on a temporary or emergency basis may come directly from the school, other agencies or by parent/carer request if:
- a child suffers an injury or medical condition that impairs their ability to walk or use standard transport. This will be subject to ongoing review and provided for as long as is reasonably necessary;
  - a child is displaced from home due to domestic violence/crisis and it is necessary to ensure continuity of education;
  - the child is placed in foster/kinship care and there are exceptional circumstances which prevent the foster/kinship carer from transporting the child to school;
  - there are exceptional **short-term** circumstances which prevent the parent/carer from providing transport for their child to an educational establishment. These circumstances could include where a family has been rehoused in an emergency (i.e. fleeing domestic violence); or parental incapacity; and
  - other exceptional circumstances which will be considered on an individual basis and be negotiated depending on individual need. In each case, information on additional support needs will be requested from the team around the child, and evidence of medical grounds sought from health professionals.
- 3.4 Any parent/carer requests must be discussed and supported by the child / young person's school in the first instance.
- 3.5 Any social work requests must be discussed with the child/young person's school in the first instance.

- 3.6 Any home to school travel assistance awarded will be kept under continuous review in relation to the age and stage of the child/young person, bearing in mind any additional support need.

#### **4. Assessment and decision making**

- 4.1 The main assessment process for children and young people who may require transportation due to their additional support needs is through staged intervention. The team around the child (TAC) is best placed to assess individual needs, and to evidence those against the criteria set within the policy. In determining individual transport needs, recommendations from school staff, educational psychology, social work and health professionals will be considered. Information from parent/carers/ is a crucial part of this process. Any application from a single team must be discussed with other involved teams (partners in TAC)

- 4.2 Consideration will be given by the TAC to the following:

- distance to be travelled;
- safety of route;
- ability for independent travel; to include physical and psychological capabilities;
- the need for an escort;
- ability to use public transport;
- viability of foster/kinship carers to provide transport when a child is accommodated away from home in foster care;
- journey duration; and
- use of mainstream school bus.

- 4.3 More information about the above criteria is provided in the operational guidance which accompanies this policy.

- 4.4 Recommendations from the TAC for home to school travel assistance are considered and approved on a weekly basis by the Education Support and Resource Group (ESRG).

- 4.5 When a decision is made by the ESRG not to award ASN home to school travel assistance, reasons for this will be communicated in writing by the transport team within 5 working days of the decision and can be appealed in writing to the designated head of service within 2 weeks of the decision being communicated. The decision of the head of service is final and will be based on whether the policy has been applied fairly. There is no further right of appeal.

#### **5. Looked after and accommodated children**

- 5.1 When a child or young person is accommodated in a crisis situation or when their placement breaks down and they have to be moved at short notice, the

importance of continuity of educational placement is acknowledged and temporary home to school travel assistance will be provided to facilitate this.

- 5.2 Where an accommodated child or young person becomes eligible for temporary ASN transport as a result of short-term need, the transport will be provided for a period of up to twelve weeks or for longer in exceptional circumstances. Situations which would entitle someone to this support include a temporary displacement from home, a short-term placement in foster care or a children's house.
- 5.3 It is recognised however that when a child or young person is placed out with Renfrewshire, travel to school can result in long periods of time spent in a taxi at the beginning and the end of the day. This is not conducive to the wellbeing of the child/young person.
- 5.4 When a long-term foster placement or permanency arrangement is put in place for a looked after and accommodated child, it is expected that the child will move to the school within their placement community at a natural point in their academic journey and no later than the start of the following academic year. Decisions on exceptional cases will be made by the ESRG.

## **6. Other considerations**

- 6.1 Where a child or young person attends both mainstream school and specialist education provisions, the local authority will make all reasonable efforts to ensure that a child or young person attends a single establishment on any given day, subject to the needs of that child or young person. By consolidating timetables, children and young people will have to spend less time travelling before, during and after the school day.
- 6.2 Where a parent/carer of a child with additional support needs makes a placing request they assume responsibility for all travel arrangements between their home and that school, including all associated costs except where the placing request is in respect of an independent school. Where the placing request is made for a public school, consideration of whether the child meets the eligibility criteria for transport at paragraph 3 will still be given.

## **7. Equality**

- 7.1 In all decisions, the ability and age of the child will be considered along with any other factors which may be relevant to ensure equality of access to educational provision.

## **8. ASN transport arrangements**

- 8.1 Once a request is approved, the ESRG will identify the most appropriate option for that child's needs.
- 8.2 Travel options which will be considered are:
- Walking and/or cycling, as part of an ongoing commitment to support children and young people to make healthy choices;
  - Provision of a bus pass to allow children and young people to use mainstream public transport;

- Provision of a bus pass to a family member for those children and young people who may not be able to use public transport independently, taking account of any national entitlement cards young people may be eligible for;
- Provision of a taxi to be shared with other children and young people living along a designated route to the education provision;
- Provision of a taxi and escort where supervision is required, to be shared with other children and young people living along a designated route to the education provision; and
- Provision of a personal travel budget to the parent/carer, to be paid at a daily amount for each day the child or young person attends an education provision, and payable monthly in arrears. The personal travel budget is for the purpose of attending school or an alternative educational placement. The budget will be withdrawn if a child or young person is not regularly attending said placement.

8.4 Home to school travel assistance means an arrangement that will be put into place taking into consideration the location of the child's home address. Only in exceptional circumstances will arrangements be made to vary the pick-up/drop-off point according to changes to childcare arrangements. Where any variance to the travel plan is required, this must be agreed in advance as part of the assessment process.

8.5 The local authority reserves the right to change the method of travel assistance where this is appropriate to the needs of the child and financially sustainable.

8.6 Escorts are provided for children and young people travelling on ASN transport who are assessed as requiring supervision. Additional provision may be made as required due to medical needs or for safety reasons.

8.7 The children's services transport section in conjunction with the ESG will determine the most appropriate method of travel assistance for the child in accordance with the criteria set out in this policy.

## **9. Review of individual ASN transport assistance**

9.1 In all cases, travel assistance under this policy will be subject to review every six months. The provision of ASN travel assistance may change or cease as the child grows older or becomes more able to travel independently. Such decisions will be made with the team around the child and will take full account of the child's needs. Where home to school travel assistance is granted on a time limited basis there is no guarantee that this will be renewed following the agreed date. It is the responsibility of the person making the request to ensure that the team around the child is involved in a discussion updating the application, and thereafter provide enough information to justify the continuation of home to school travel assistance. If a new application is not received in time home to school travel assistance will cease to be provided.

## **10. Transport provision – contracted transport arrangements**

- 10.1 All contractors used by Renfrewshire Council are approved by the children's services transport section and their vehicles are appropriately licensed and insured. Drivers and escorts have been subject to appropriate vetting. In accordance with Council standing orders, transport contracts are awarded on the basis of competitive tender with the right to recognise quality of service and continuity of staff where necessary.
- 10.2 Operators must ensure that their vehicles are roadworthy at all times and are required to have safety features and equipment as appropriate. Operators are required to provide alternative, appropriate vehicles in the event that the usual vehicle used to transport a child or young person is off the road. If this is not possible due to an emergency the children's services transport section must be informed immediately in order that alternative arrangements can be made. Current legislation regarding the safe conveyance of wheelchair users is enforced. Current guidelines regarding the safe transportation of oxygen is adhered to.

## **11. Staff Training**

- 11.1 All drivers and escorts employed by Renfrewshire Council wholly or partially to provide ASN transport must be appropriately trained by their department.

## **12. Nobody at home**

- 12.1 Parent/carers are expected to be at home after school when the operator drops children and young people off. Where a parent/carer is absent, operators must immediately contact the children's services transport section for further guidance.

## **13. Information sharing**

- 13.1 It is crucial that key information is shared with transport providers to ensure safe transport. Relevant and proportionate information about the child's additional support needs will be shared with the transport provider with consent of parent/carer.
- 13.2 Whenever transport is awarded, before the transport takes effect, the team around the child must ensure a risk assessment is submitted to the transport section which outlines the needs of the child to ensure safe transport can be provided. Children and young people with additional support needs may sometimes display challenging behaviour, and this should be taken into account during the risk assessment process. Where a challenging behaviour risk assessment (cbra) exists, this should be updated to include transport arrangements. Where a risk assessment is required for medical reasons, a template will be provided for this purpose.
- 13.3 Where the agreed method of travel assistance is not effective this will be reviewed.



#### **14. Administration of medication**

- 14.1 Medication cannot be administered by drivers or escorts unless they have been fully trained and authorised to do so in respect of specific children or young people. It is essential for drivers and escorts to know of any medical condition that may adversely affect a child or young person during a journey.

#### **15. Monitoring and improving performance**

- 15.1 It is recognised that transport to and from school is an important part of a child's educational experience, and good relationships between operators, escorts, parent/carers, children and young people is essential to ensure that this experience is positive. Continuity of transport arrangements and staff will be taken into account whenever possible to support this process.
- 15.2 The effective operation of contract transport can best be achieved by a partnership between children's services transport section, operators and escorts, school staff and parent/carers. Specific monitoring systems are in place to ensure that ASN transport arrangements meet individual and service needs.

#### **16. Roles and Responsibilities**

- 16.1 The director of children's services is the officer responsible for this policy. It is the role of the director of children's services to ensure that the policy is reviewed at least every 3 years.
- 16.2 Directors, heads of service, managers and supervisors are responsible, so far as is reasonably practicable, for ensuring the health, safety and welfare at work of all employees in their respective service.
- 16.3 The officer making the request for ASN transport is responsible for undertaking a review of arrangements as necessary.
- 16.4 Where transport is provided by the local authority, parent/carers are responsible for notifying the Children's Services Transport Section when transport is not required.

**Author:** Susan Bell, Education Manager (ASN & Inclusion)  
**Date:** 03/11/2020






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

**On: 21 January 2021**

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

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**Heading: Examinations Results 2020**

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## **1. Summary**

- 1.1 This report summarises attainment in the Scottish Qualifications Authority (SQA) National Qualifications in 2020, based on the key measures contained within the Insight benchmarking tool.
  - 1.2 Due to the Covid-19 pandemic, the 2020 exam diet could not take place. Results were awarded based on teacher estimates and are therefore not directly comparable with previous years.
  - 1.3 Skills Development Scotland are currently tracking school leavers' destinations. Insight is normally updated in spring and a further report providing data on our school leavers' attainment will be submitted to the Education and Children Service's Policy Board when this data becomes available. This report will provide data on the attainment of all pupils in the senior phase by stage.
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## **2. Recommendations**

- 2.1 Members of the Education and Children's Services Policy Board are asked to:
  - note the content of this report with the caveat that the data is not directly comparable with previous years;
  - note the efforts of pupils and the school communities in bringing about these results; and
  - agree that a further report will be brought to the Education and Children's Services Policy Board when leavers data becomes available.

### **3. Background**

- 3.1 Insight is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:
- Attainment in literacy and numeracy;
  - Improving attainment for all;
  - Attainment versus deprivation; and
  - Leavers' destinations.
- 3.2 This report provides data and commentary on the performance of each of our senior phase cohorts (S4, S5 and S6) over the last three years and against our comparators for three of the measures detailed above. Leavers' destinations will become available in February/March 2021 and will form part of the report to this board in spring 2021 or as soon thereafter if the data release is delayed.
- 3.3 In addition to these local benchmarking measures, this report will provide data in relation to the number and quality of passes at each qualifications level.
- 3.4 Due to the Covid-19 pandemic, the 2020 exam diet could not take place, and an alternative certification model was implemented. The absence of external assessment information, and the Ministerial direction to award estimated grades, means that the 2020 results presented in this report are not directly comparable to previous years. Comparisons between Renfrewshire and national and virtual comparators are available but should be interpreted cautiously.
- 3.5 Within Renfrewshire, moderation processes were agreed with head teachers to support consistency across schools. Schools then worked with departments to collate estimates which incorporated different assessment tools used throughout the session. Prior to submission, analysis of estimates and previous year's trends were shared with schools to help to identify any anomalies that may require further investigation. This process helped to ensure that the estimates submitted were as robust as they could be in challenging circumstances.
- 3.6 The methodology for the Insight 'virtual comparator' (VC) is unchanged in 2020. The virtual comparator allows authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are gender, year group, percentage of time spent in mainstream classes, and live within an area with the same Scottish Index of Multiple Deprivation (SIMD) decile.

### **4. Attainment in literacy and numeracy (S4, S5 and S6)**

- 4.1 Raising attainment in literacy and numeracy remains a key priority of Renfrewshire Council children's services and this is reflected in one of the key priorities of the National Improvement Framework.

- 4.2 Attainment in literacy and numeracy includes passes at National 4 and 5 in English and maths and passes in some other awards at Scottish Certificate and Qualification Framework (SCQF) levels 4 and 5 which contain certain core elements of literacy and numeracy. The tables which follow, provide data on our performance in literacy and numeracy, alongside our virtual comparator and national figures, for each of our senior phase cohorts.

#### **S4**

- 4.3 Table 1 below provides data on attainment in literacy and numeracy in S4 at SCQF Level 4 and SCQF Level 5.

<b>Table 1 - % S4 Pupils Achieving Literacy &amp; Numeracy</b>					
	<b>Year</b>	<b>% Achieved Level 4 Literacy</b>	<b>% Achieved Level 4 Numeracy</b>	<b>% Achieved Level 5 Literacy</b>	<b>% Achieved Level 5 Numeracy</b>
Renfrewshire	2018	93%	88%	78%	54%
Virtual Comparator	2018	91%	86%	72%	54%
National	2018	91%	86%	70%	53%
Renfrewshire	2019	95%	89%	80%	64%
Virtual Comparator	2019	92%	87%	73%	59%
National	2019	91%	87%	72%	57%
Renfrewshire	2020	95%	91%	81%	66%
Virtual Comparator	2020	93%	89%	76%	63%
National	2020	92%	88%	73%	61%

- 4.4 The percentage of pupils achieving SCQF Level 4 and SCQF Level 5 in literacy and numeracy was above both the virtual comparator and the national figure in 2020. Attainment at SCQF level 4 is in line with previous years in literacy and has increased in numeracy. At SCQF level 5, literacy attainment is 1 percentage point higher and numeracy attainment in 2 percentage points higher than in 2019. These increases are consistent with previous years.

#### **S5 (based on S4 roll)**

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

<b>Table 2 - % S5 Pupils Achieving Literacy and Numeracy</b>					
	<b>Year</b>	<b>% Achieved Level 4 Literacy</b>	<b>% Achieved Level 4 Numeracy</b>	<b>% Achieved Level 5 Literacy</b>	<b>% Achieved Level 5 Numeracy</b>
Renfrewshire	2018	97%	93%	86%	73%
Virtual Comparator	2018	95%	91%	82%	67%
National	2018	94%	90%	80%	66%
Renfrewshire	2019	94%	91%	84%	72%
Virtual Comparator	2019	94%	91%	81%	66%
National	2019	93%	90%	80%	65%
Renfrewshire	2020	96%	94%	86%	76%
Virtual Comparator	2020	94%	92%	82%	70%
National	2020	93%	90%	80%	69%

- 4.6 Renfrewshire remains ahead of the virtual comparator and national figures across SCQF Level 4 and SCQF Level 5 in S5. Attainment in literacy is higher than in 2019 but consistent with the figures in 2018. In numeracy, attainment is higher than previous years at both levels. Attainment remains higher in literacy than in numeracy across both levels.

#### **S6 (based on the S4 roll)**

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

<b>Table 3 - % S6 Pupils Achieving Literacy &amp; Numeracy</b>					
	<b>Year</b>	<b>% Achieved Level 4 Literacy</b>	<b>% Achieved Level 4 Numeracy</b>	<b>% Achieved Level 5 Literacy</b>	<b>% Achieved Level 5 Numeracy</b>
Renfrewshire	2018	95%	90%	84%	74%
Virtual Comparator	2018	95%	91%	81%	69%
National	2018	93%	89%	79%	68%
Renfrewshire	2019	97%	93%	87%	76%
Virtual Comparator	2019	95%	92%	82%	69%
National	2019	94%	90%	81%	68%
Renfrewshire	2020	95%	92%	85%	74%
Virtual Comparator	2020	94%	91%	82%	69%
National	2020	93%	90%	80%	68%

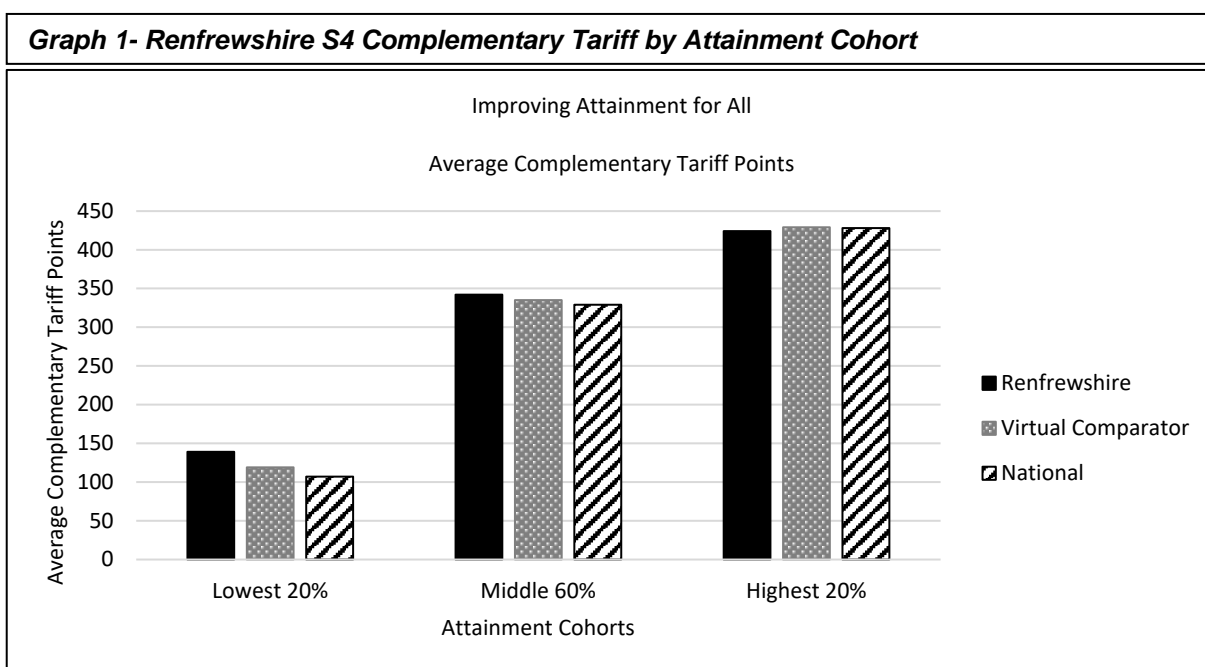
- 4.8 In S6, Renfrewshire remains above its virtual comparator across all measures. This is consistent with previous years. Attainment in literacy is marginally lower than 2019 however remains in line with 2018 figures. The numeracy figures present a similar picture. Attainment in numeracy is marginally decreased since 2019 but remains in line with or ahead of 2018 figures.

## 5. Improving attainment for all

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

### S4

- 5.3 Graph 1 below shows the average complementary tariff points of S4 pupils by attainment cohort in the 2020 exam diet.



- 5.4 In S4, the average complementary tariff is above both the virtual comparator and national figure for the lowest 20% and middle 60% attainment cohorts. The lowest 20% attainment cohort figure was 139 which is considerably above its comparators, which were 119 for the virtual comparator and 107 for the national figure. The highest 20% attainment cohort is marginally behind both comparators, which were 429 and 428 respectively.
- 5.5 Table 4 shows the average complementary tariff of Renfrewshire S4 pupils over time.

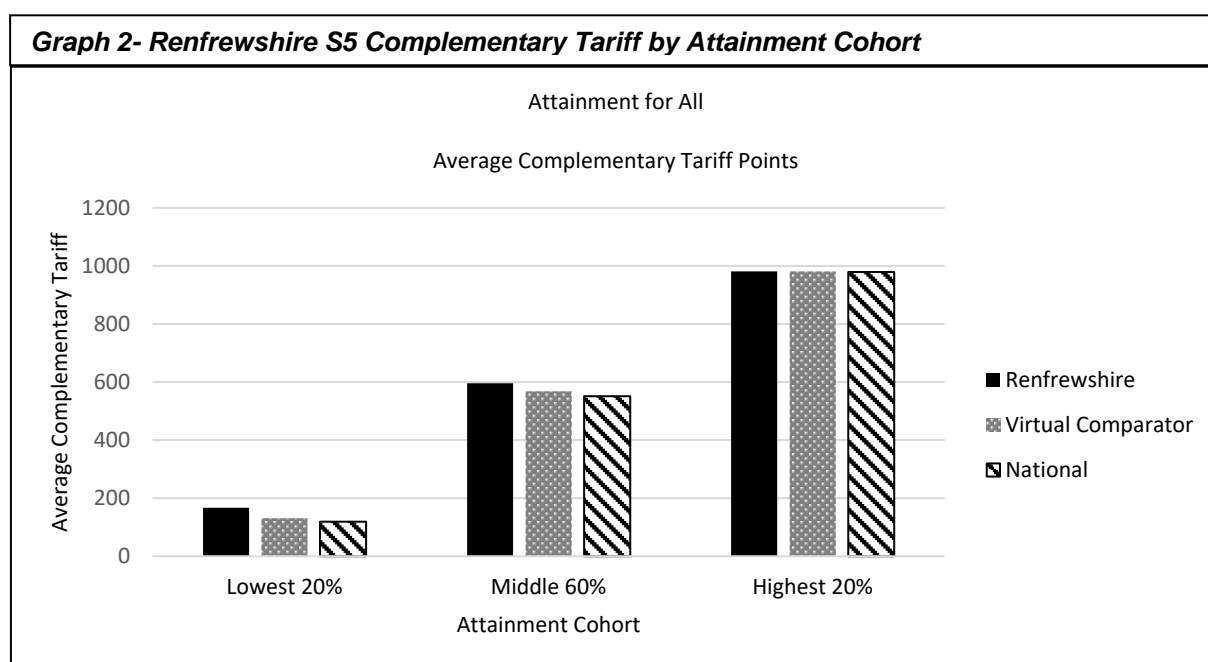
Table 4 - Renfrewshire S4 Complementary Tariff by Attainment Cohort					
	2016	2017	2018	2019	2020
Highest 20% Attainment Cohort	423	423	420	419	424

Middle 60% Attainment Cohort	328	329	325	331	342
Lowest 20% Attainment Cohort	124	145	126	145	139

- 5.6 The 2020 average complementary tariff is higher than previous years in the highest 20% and middle 60% attainment cohorts. However, the highest 20% attainment cohort remains broadly consistent with previous years. The average complementary tariff of the lowest 20% attainment cohort has decreased slightly since 2019 however remains up over 3 and 5 years.

## S5

- 5.7 The graph below shows the average complementary tariff points of S5 pupils by attainment cohort in the 2020 exam diet.



- 5.8 Graph 2 demonstrates that Renfrewshire is in line with the virtual comparator and national figures across all attainment cohorts. Renfrewshire has a higher average complementary tariff than both the virtual comparator and national figures for the lowest 20% and middle 60% attainment cohorts. The highest 20% attainment cohort figure is consistent with both comparators.
- 5.9 Table 5 shows the average complementary tariff of Renfrewshire S5 pupils since 2016.

<b>Table 5- Renfrewshire S5 Complementary Tariff by Attainment Cohort</b>					
	2016	2017	2018	2019	2020
Highest 20% Attainment Cohort	952	956	961	954	981
Middle 60% Attainment Cohort	549	554	562	546	596
Lowest 20% Attainment Cohort	147	147	170	146	167

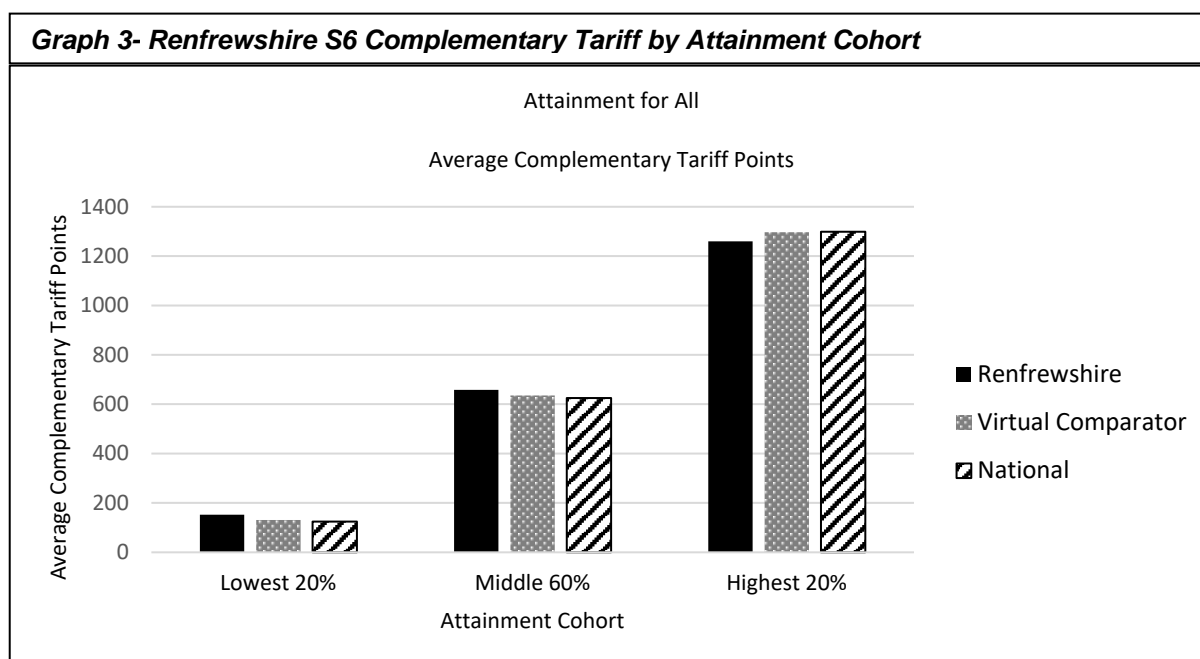
- 5.10 Attainment is higher than previous years across all attainment cohorts. The lowest 20% attainment cohort is in line with the figure in 2018 but the middle 60% and highest 20% cohorts are considerably higher than all previous years.



However, as these results were derived from different types of assessment, we cannot identify this as an improvement in attainment.

## S6

- 5.11 Graph 3 shows the average complementary tariff points of S6 pupils by attainment cohort in the 2020 exam diet.



- 5.12 In graph 3, we can see that the average complementary tariff for the lowest 20% attainment cohort is above both the virtual comparator and national, which were 131 and 124 respectively. Pupils in the middle 60% attainment cohort are also ahead of both comparators. The highest 20% attainment cohort below both the virtual comparator and national figures.

- 5.13 Table 6 shows the average complementary tariff of Renfrewshire S6 pupils over 5 years.

<b>Table 6- Renfrewshire S6 Complementary Tariff by Attainment Cohort</b>					
	2016	2017	2018	2019	2020
Highest 20% Attainment Cohort	1195	1237	1249	1258	1260
Middle 60% Attainment Cohort	608	655	657	653	658
Lowest 20% Attainment Cohort	144	150	152	175	152

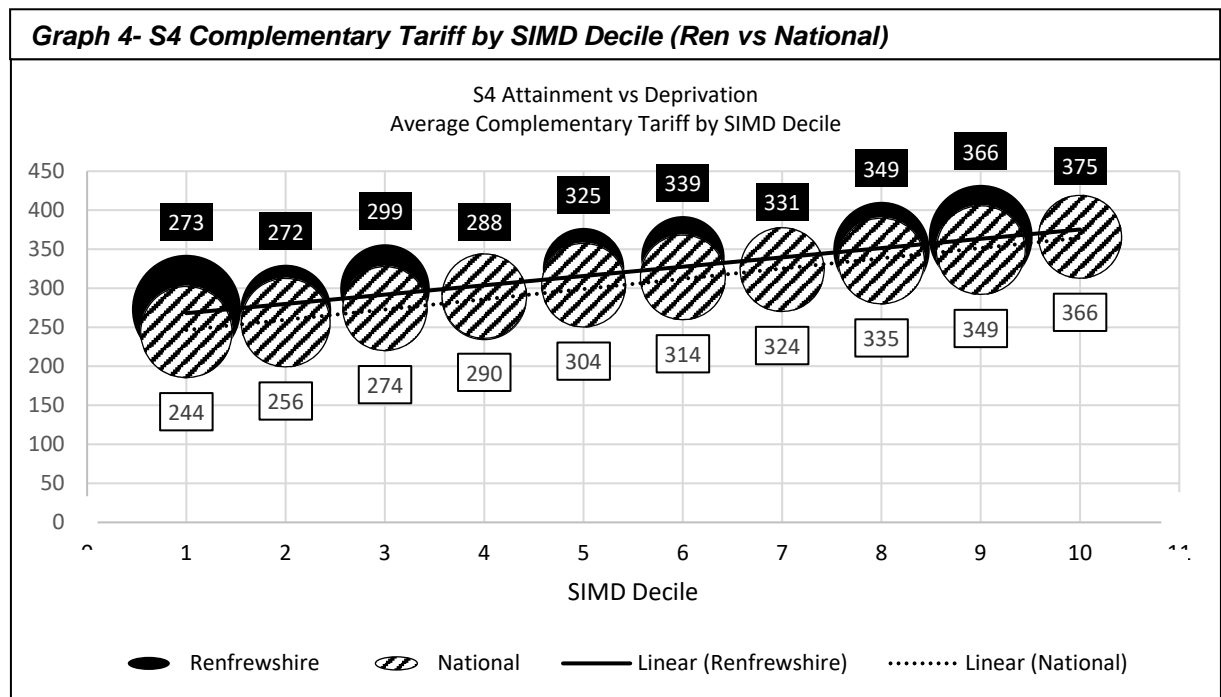
- 5.14 The average complementary tariff for the highest 20% and middle 60% attainment cohorts are in line with 2019 figures. The lowest 20% attainment cohort is lower than in 2019 however remains consistent with previous years.

## 6. Attainment versus deprivation

- 6.1 The attainment versus deprivation measure provides the average complementary tariff of pupils by SIMD decile. This allows us to identify the attainment gap in Renfrewshire and compare it to both our virtual comparator and national data.

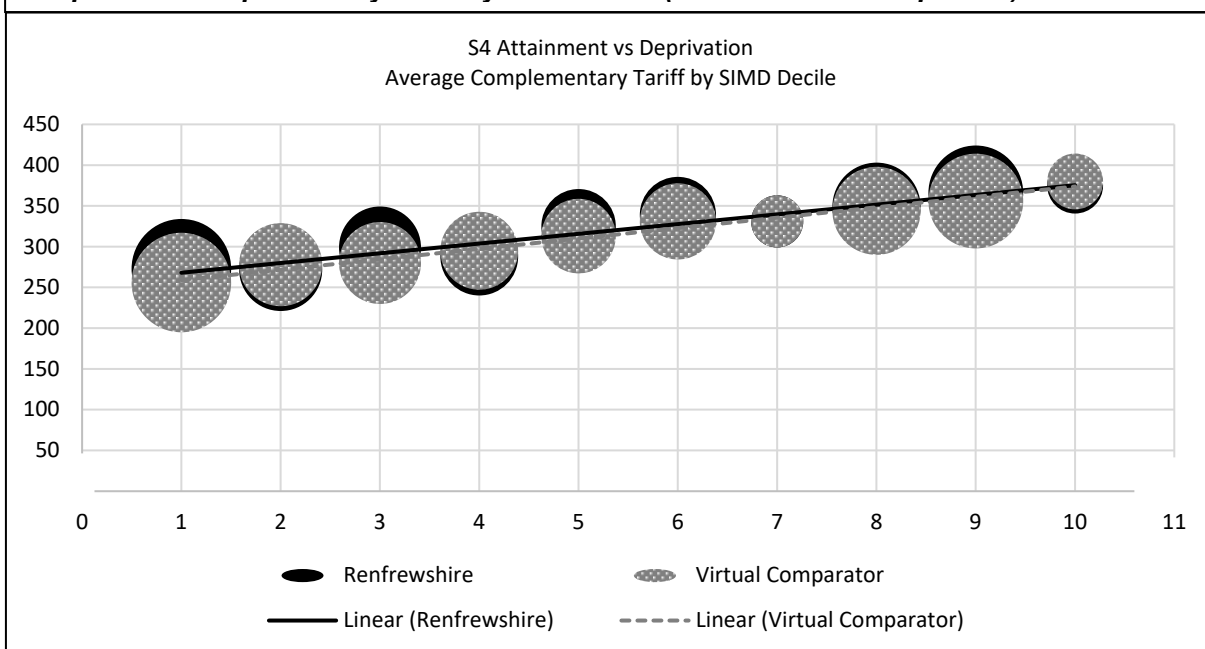
- 6.2 The following charts show SIMD deciles 1 -10 (most deprived to least deprived) plotted along the horizontal axis with the average complementary tariff points plotted on the vertical axis. The size of the circles represents the percentage of pupils who live in each decile. The trend line which runs through the circles represents the difference in attainment between pupils living in the most deprived and the least deprived areas. The steeper the angle, the more pronounced the disparity between the most and least deprived deciles.

#### S4



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

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



6.4 Renfrewshire's S4 average complementary tariff is very closely aligned with the virtual comparator in 2020. Renfrewshire is behind the virtual comparator in SIMD deciles 2, 4 and 10 but the differences are minimal. The trendlines in graph 5 overlap, indicating that there are very small differences across all deciles.

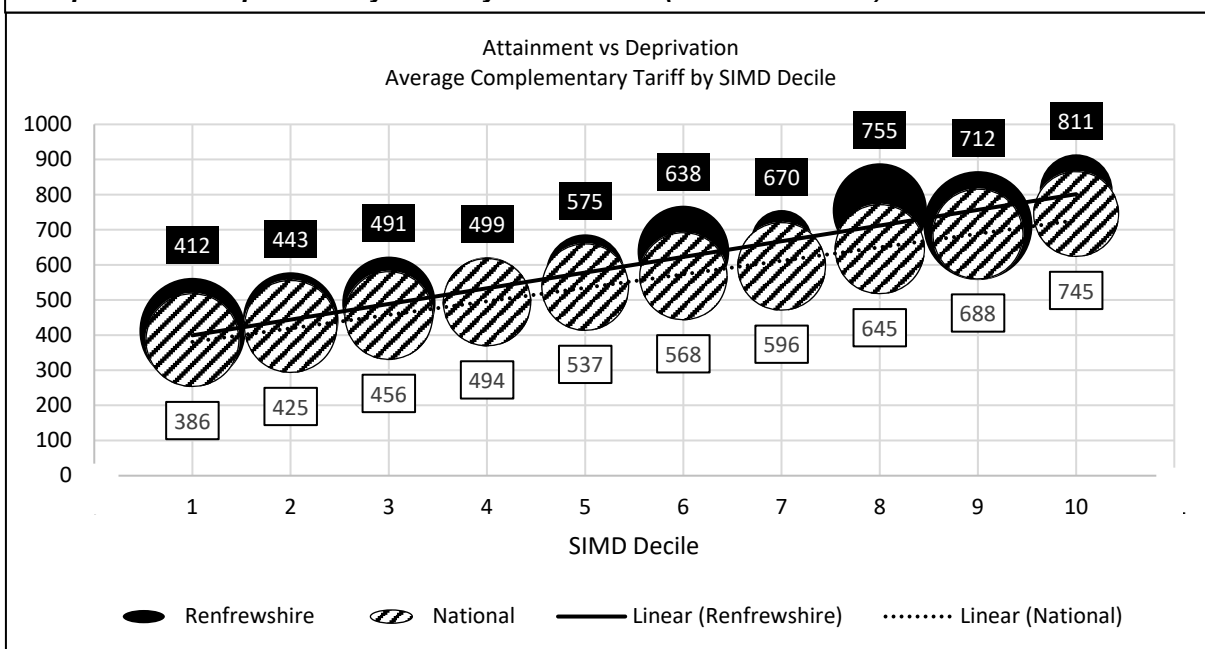
6.5 Table 7 shows the S4 average complementary tariff of pupils living in SIMD 1-3 (30% most deprived areas) and of pupils living in SIMD 4-10 (70% least deprived areas) over 5 years. It also shows the percentage gap between these two figures.

<b>Table 7- S4 Average Complementary Tariff by SIMD Groupings</b>					
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Pupils Living in 30% Most Deprived Areas	251	266	259	266	280
Pupils Living in 70% Least Deprived Areas	339	338	332	338	340
Percentage Gap	26%	21%	22%	21%	18%

6.6 The average complementary tariff of pupils living in 30% most and 70% least deprived areas have both increased since 2019 however the increase is larger for pupils living in 30% most deprived areas. As a result, the size of the attainment gap is smaller than in previous years.

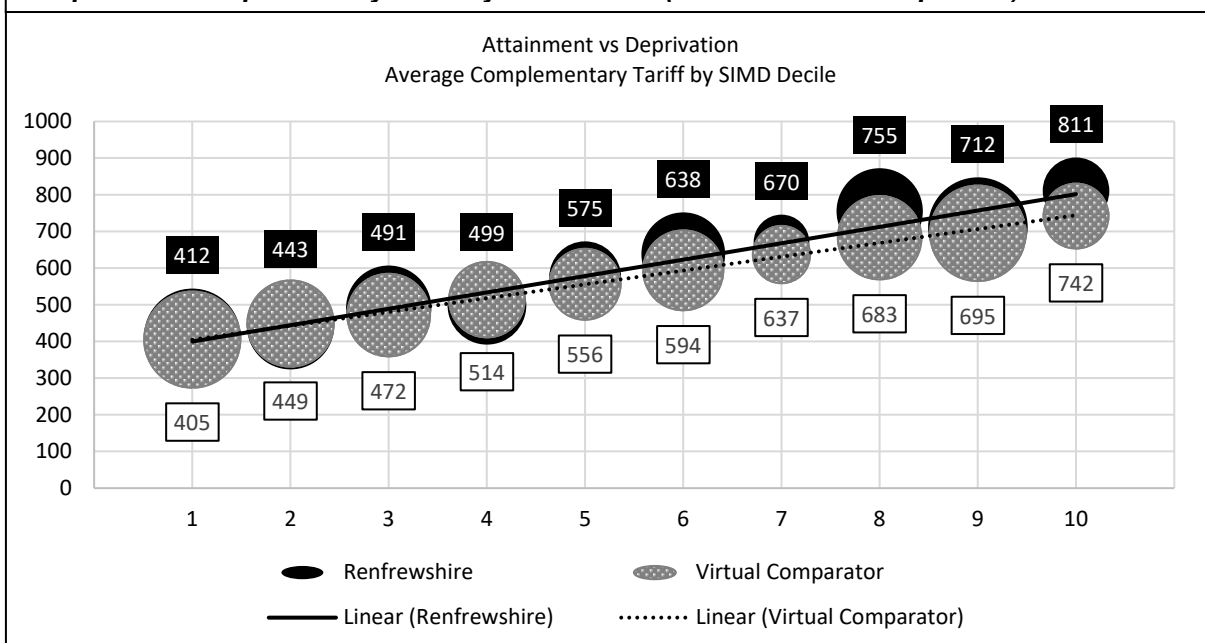
## S5

**Graph 6- S5 Complementary Tariff by SIMD Decile (Ren vs National)**



- 6.7 The S5 average complementary tariff for Renfrewshire is above national in all SIMD deciles. The trend line indicates that the gap is slightly wider within the least deprived deciles.

**Graph 7- S5 Complementary Tariff by SIMD Decile (Ren vs Virtual Comparator)**



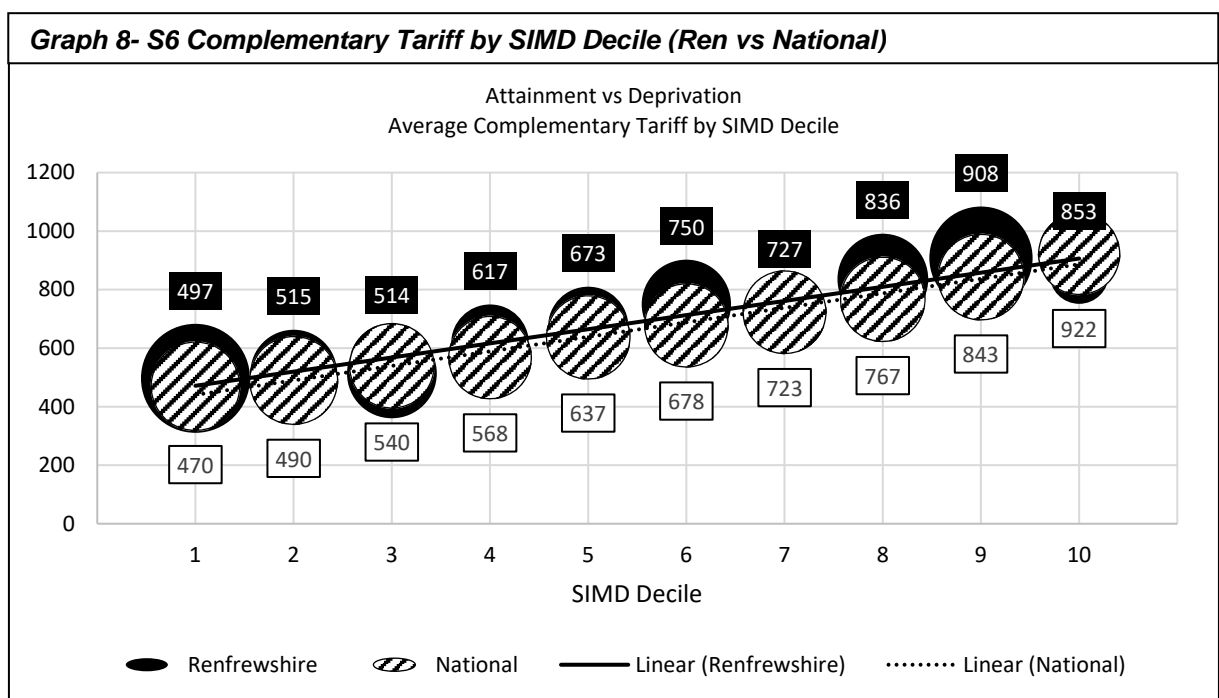
- 6.8 A similar pattern exists when comparing Renfrewshire to the virtual comparator. Renfrewshire is above national in all deciles except 2 and 4, however the differences are marginal. The trend lines indicate that Renfrewshire is closely aligned with the virtual comparator in the lower deciles however further ahead in the higher deciles.
- 6.9 Table 8 shows the S5 average complementary tariff of pupils living in SIMD 1-3 (30% most deprived areas) and of pupils living in SIMD 4-10 (70% least

deprived areas) over 5 years. It also shows the percentage gap between these two figures.

<b>Table 8- S5 Average Complementary Tariff by SIMD Groupings</b>					
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Pupils Living in 30% Most Deprived Areas	411	401	434	417	445
Pupils Living in 70% Least Deprived Areas	626	642	638	626	668
Percentage Gap	34%	38%	32%	33%	33%

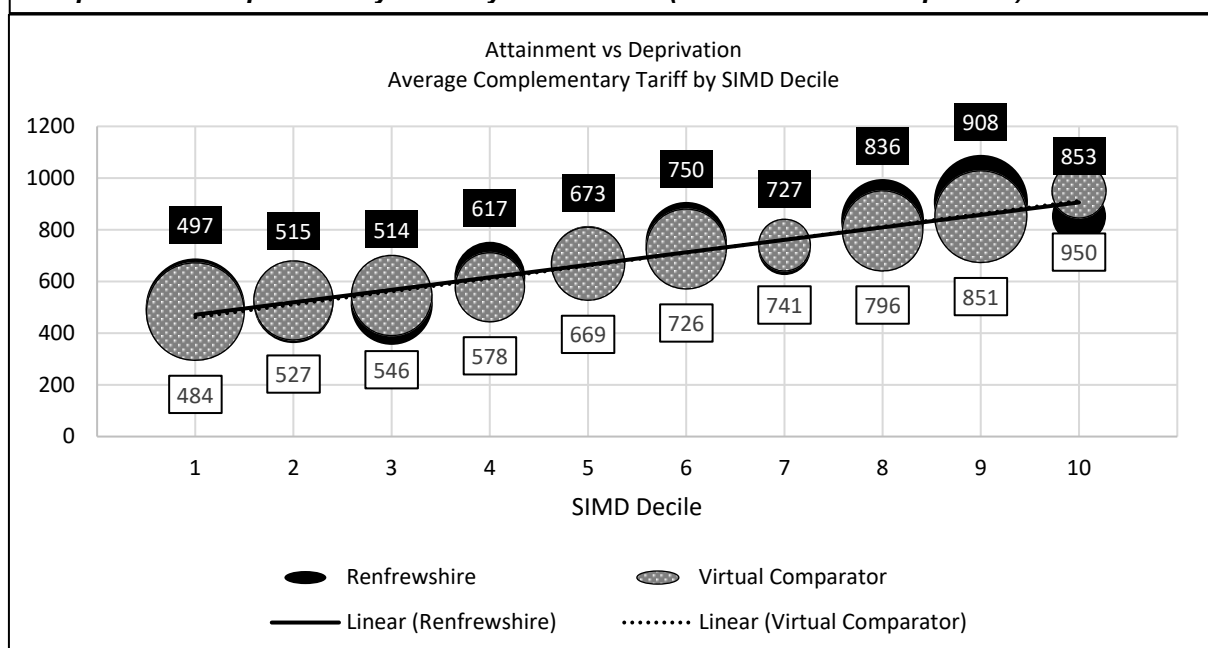
- 6.10 The average complementary tariff has increased for both the 30% most deprived and 70% least deprived groups in 2020. However, the size of the attainment gap remains unchanged as both groups of pupils have increased at similar rates.

## S6



- 6.11 The S6 average complementary tariff is higher than national in all SIMD deciles except for deciles 3 and 9. The Renfrewshire trend is above the national trend however the difference between them is marginal.

**Graph 9- S6 Complementary Tariff by SIMD Decile (Ren vs Virtual Comparator)**



- 6.12 The S6 virtual comparator is very closely aligned with Renfrewshire's figures as seen in the trend lines in graph 9. Renfrewshire is above the virtual comparator in most deciles, but the differences are marginal.

**Table 9 - S6 Average Complementary Tariff by SIMD Groupings**

	2016	2017	2018	2019	2020
Pupils Living in 30% Most Deprived Areas	455	499	489	512	507
Pupils Living in 70% Least Deprived Areas	746	768	786	774	780
Percentage Gap	39%	35%	38%	34%	35%

- 6.13 The average complementary tariff for pupils living in the 30% most deprived areas has decreased marginally since 2019 but remains up on previous years. The average tariff for pupils in 70% least deprived areas has increased slightly since 2019 but also aligns with previous year's data. There is no consistent trend in the size of the attainment gap at this stage. The figure in 2020 is lower than 2016 but has been variable over the 5-year period.

## 7. Breadth and depth

- 7.1 In addition to the key measures available in Insight, the service also looks at the percentage of the cohort who achieved any number of awards at various SCQF levels. These are known as 'breadth and depth' measures. We look at this data in conjunction with the Insight measures to allow us to gain a broader understanding of attainment across Renfrewshire and between schools.
- 7.2 The tables on the following pages show performance over time of some of the key breadth and depth measures and how we compare to the virtual comparator. SCQF 5 is National 4 or its equivalent, SCQF Level 5 is National 5 or its equivalent, SCQF Level 6 is Higher or its equivalent; and SCQF Level 7 is Advanced Higher or its equivalent.

## S4

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

Table 10- S4 Breadth & Depth								
S4 A-C	3 or more awards at SCQF level 4 or better		5 or more awards at SCQF level 4 or better		3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2018	91%	89%	82%	79%	63%	58%	45%	40%
2019	92%	89%	83%	77%	64%	60%	47%	41%
2020	93%	91%	86%	83%	69%	68%	53%	50%

- 7.4 In S4, Renfrewshire remains above the virtual comparator at SCQF Level 4, with a higher proportion of pupils achieving 3 or more and 5 or more awards since 2019 than in previous years. At SCQF Level 5, Renfrewshire is in line with the virtual comparator at 3 or more awards and ahead in 5 or more awards. The increases between 2019 and 2020 are higher than previous years for both Renfrewshire and the virtual comparator, suggesting that this may be due to the alternative certification model.

## S5

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

Table 11- S5 Breadth & Depth (% of S4 Roll)												
S5 A-C	1 or more awards at SCQF level 5 or better		3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better		1 or more awards at SCQF level 6 or better		3 or more awards at SCQF level 6 or better		5 or more awards at SCQF level 6 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2018	88%	86%	72%	71%	54%	52%	60%	57%	37%	36%	19%	16%
2019	86%	84%	70%	68%	53%	50%	59%	56%	36%	34%	18%	17%
2020	89%	86%	75%	72%	59%	56%	65%	62%	44%	42%	22%	20%

- 7.6 At SCQF Level 5, Renfrewshire is above the virtual comparator at 1 or more, 3 or more and 5 or more awards. This is consistent with previous years where Renfrewshire has been ahead by similar percentage points. This pattern is replicated at SCQF Level 6 as Renfrewshire's results are consistently above the virtual comparator over 3 years. As with S4, there have been some large increases across these measures for both Renfrewshire and the virtual comparator.

## S6

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

Table 12- S6 Breadth & Depth (% of S4 Roll)												
S6 A-C	3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better		1 or more awards at SCQF level 6 or better		3 or more awards at SCQF level 6 or better		5 or more awards at SCQF level 6 or better		1 or more awards at SCQF level 7 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2018	74%	72%	61%	57%	64%	62%	46%	44%	32%	30%	19%	20%
2019	74%	72%	59%	57%	63%	61%	44%	43%	30%	28%	20%	18%
2020	74%	71%	60%	57%	65%	62%	47%	45%	33%	32%	21%	22%

7.8 In S6, Renfrewshire has performed above the virtual comparator in all measures at SCQF Level 5 and Level 6. This is consistent with previous year's trends. While there has been increases since 2019, the figures at this stage are all in line with previous years. Attainment at SCQF Level 7 is marginally below the virtual comparator in 2020.

## 8. Conclusion and next steps

- 8.1 The results detailed within this report cannot be used to directly compare attainment with previous years. Renfrewshire's submitted estimates were subject to school level moderation and across most measures appear similar to previous years. However, they are not directly comparable to data presented for diets undertaken in exam conditions and variations are evident across some measures.
- 8.2 It has been announced that the 2021 exam diet will not take place. An alternative certification model has been developed. Schools in Renfrewshire are working to ensure teacher provisional grades will be subject to robust moderation and are implementing procedures to gather a range of evidence from pupils.
- 8.3 A further report on finalised leavers' data and the attainment of our looked after children will be presented to this board in spring 2021 or as soon thereafter as the data becomes available.

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### Implications of this report

#### 1. Financial Implications

None.

#### 2. HR and Organisational Development Implications

None.

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

Children and Young People

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

#### 4. Legal Implications



None.

**5. Property/Assets Implications**

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

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

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

**12. COSLA Policy Position - none**

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**List of Background Papers**

(a) none

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*Children's Services  
07/01/2021*

*Author: Fiona Wright, Management Information Officer*






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

**On:** **21 January 2021**

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

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**Heading:** **Annual report of the Fostering and Adoption Service 2019/20  
Update on developments for Looked After Children and  
Fostering Service**

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## **1. Summary**

- 1.1. This report presents to elected members the 13th annual report of Renfrewshire's Fostering and Adoption Service (appendix 1).
  - 1.2. The Annual report sets out the work undertaken by the Fostering and Adoption Panel and the Fostering and Adoption Service in the year 2019/20 and is set in the context of the broader issues pertaining to Looked After and Accommodated Children.
  - 1.3. The report references how the service managed during this pandemic.
  - 1.4. The report considers the future work of the fostering and adoption service.
  - 1.5. A review of the constitution of the fostering and adoption panels has been carried out and updated. The draft updated constitution is attached at appendix 2.
- 

## **2. Recommendations**

- 2.1. The Education and Children's Services Policy Board is asked to
  - a) note the contents of the Fostering and Adoption Annual Report 2019/20 and the changed reporting period;
  - b) note the continuing effort to secure foster carers and adoptive parents for Renfrewshire's children who require an alternative family placement;
  - c) note how the service continued during the pandemic; and
  - d) agree the updated constitution for the Fostering and Adoption panel.

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### **3. Background**

- 3.1. The Regulations supporting the Children (Scotland) Act 1995 require Social Work in its role as a Fostering and Adoption agency to operate a Fostering Panel and an Adoption Panel. These panels have the responsibility for putting forward recommendations to the agency decision maker (Head of Child Care and Criminal Justice Services) or Michelle McCargo, (Children's Services Manager) regarding the suitability of people to adopt or foster children. Furthermore, the Adoption Panel considers and approves plans for children to be adopted or for the Council to apply for Permanence Orders. The Panel also considers and approves the matching of a particular child with a particular family where the plan is for the child to live there permanently.
- 3.2. Renfrewshire operates a Fostering Panel and an Adoption Panel; each with separate constitutions. The panels will often meet on the same day however each meeting separates out the Fostering panel business from the Adoption panel business to ensure that the appropriate regulations are met regarding a quorum, and for the attendance of the legal and medical adviser. From August 2016 we have had separate Social Work managers to chair the panel and manage the Service. This separation of roles allows for more arm's length scrutiny by the panel chair.
- 3.3. There are currently 25 members of the panel comprising elected members, social work and education staff, a legal adviser, a medical adviser, carers, independent panel members, and an independent member from the Adoption and Fostering Alliance Scotland (AFA). The panel is chaired by either a Social Work Manager or the independent representative from Adoption and Fostering Alliance Scotland. It meets twice monthly. There are typically 3 panel members at each meeting along with appropriate advisors. The Fostering Panel and the Adoption Panel considered 83 agenda items over the course of the year.
- 3.4. The panel has a unique overview of the work being undertaken to assess and approve foster carers and adopters alongside the work being undertaken by social workers to progress plans for children who cannot be cared for within their own family. The annual report has been produced as a means of sharing this work with a wider audience and to assist in the process of service planning.
- 3.5. Between 1/10/19 and 31/07/2020 we held 1 set of preparation groups and 2 households subsequently applied to be assessed as foster carers. Renfrewshire had 81 active households of foster carers at 31<sup>st</sup> July 2020. In the period 1/10/19 and 31/7/2020 an additional 2 households were registered as foster carers, and 3 foster care households left the service.

- 3.6. The report notes the ongoing need to recruit Renfrewshire foster carers and adopters because of children being accommodated and in need of permanent care, and our commitment to reducing the number of children being placed externally. In 2017/18 we had a high-profile recruitment campaign during fostering fortnight which resulted in a significantly higher number of initial enquiries from other years (35). In the end this resulted has resulted in 5 additional fostering households, only 1 or 2 more than previous years. The high-profile activity does not seem to have produced the outcome we envisaged. Most of our fostering application come from people who already have foster carers as friends or family.
- 3.7. In the period 1/10/19 and 31/07/2020 a total of 3 Renfrewshire households were approved as adopters at the Renfrewshire panel.
- 3.8. The Fostering and Adoption services are subject to regulation and were last inspected by the Care Inspectorate in May 2017. The Care Inspectorate reports were positive with gradings of 5 (very good) being applied to all domains inspected. The next Inspection was due to take place in 2020 however has been postponed due to the pandemic. We meet regularly with our inspector about our current practice and developments.
- 3.9. The Children and Young People Act (Scotland) 2014 increases the responsibility/ duty of Local Authorities to provide continuing care placements for young adults up to the age of 21. This means that more young people are remaining in the same placement after they are 18. The service continues to assess foster carers to become supported carers wherever this is appropriate.
- 3.10. We currently have 15 young adults living with supported carers. Many of these carers were previously the young adults' foster carers.
- 3.11. A report was presented to Board on the 1<sup>st</sup> November 2018 detailing the BeST service trial. This has now started. The aim of the trial is to learn how to best support the development and wellbeing of young children (under 60 months) who come into local authority care. The trial will compare two approaches: service as usual (i.e. usual parenting capacity assessment undertaken by our social work teams); and an evidence-based infant mental health intervention called 'GIFT'. The GIFT approach originated at the University of Tullane in New Orleans USA and uses a multi-disciplinary team of psychiatrists, clinical psychologists and social workers to assess and treat infants and their birth families. GIFT is delivered by the NSPCC.
- 3.12. Foster carers of children (who are selected at random for the GIFT assessment) will require to be heavily involved in this assessment and treatment programme. As such we have identified foster carers who are registered to take children of his age and briefed them on the trial and the GIFT model. We have referred 24 children to the trial.
- 

#### **4. Constitution**

- 4.1. The fostering and adoption panel require to have a constitution. The previous constitution was dated 2006.

- 4.2. The constitution required to be updated to take account of Fostering and Adoption legislation that had been enacted after the 2006 constitution was approved.
- 4.3. The changes relate to specific duties of the Fostering and Adopting panel when they sit as each.
- 

## Implications of this report

**1. Financial**

None.

**2. HR and Organisational Development**

None.

**3. Community/Council Planning**

- |   |   |  |
|---|---|--|
| Our Renfrewshire is thriving                        | - | <i>Providing safe care for children and young people will contribute to the Renfrewshire economy.</i>  |
| Our Renfrewshire is well                            | - | <i>Providing a quality fostering and adoption service makes a positive contribution to the well-being of children and young people and to the overall well-being of the community.</i> |
| Our Renfrewshire is fair                            | - | <i>The fostering and adoption service ensures that children who can't be looked after in their own family have an alternative family to provide that care.</i>                         |
| Our Renfrewshire is safe                            | - | <i>The fostering and adoption service contributes to the safety of children in Renfrewshire.</i>   |
| Building strong, safe and resilient communities     | - | <i>The fostering and adoption services ensure that children who need a family placement have their needs met.</i>  |
| Tackling inequality, ensuring opportunities for all | - | <i>The fostering and adoption services ensure that children who need a family placement have their needs met.</i>  |
| Working together to improve outcomes                | - | <i>The fostering and adoption services ensure that children who need a family placement have their needs met.</i>  |

**4. Legal**

None.

**5. Property/Assets**

None.

**6. Information Technology**

None.

**7. Equality and Human Rights**

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

**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: Fostering and Adoption Annual Report

(b) The Fostering and Adoption Panel constitution.

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 Clare Cuning 0141 618 6650

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**Children's Services**

JT/CC

30 November 2020

**Author:** Clare Cuning 0141 618 6650 [clare.cuning@renfrewshire.gov.uk](mailto:clare.cuning@renfrewshire.gov.uk)



**THE FOSTERING  
AND  
ADOPTION  
PANEL**

**ANNUAL REPORT 2019/2020**



## **Foreword**

## **Introduction**

## **Context**

- Accommodated and Looked After Children/Young People
- Overview of the work presented to the Fostering and Adoption Panel 1.10.19 – 31.7.20
- Panel membership
- Staffing
- Commitment to permanency planning
- Children Social Work statistics in Scotland – 2018-2019

## **Report on the Fostering Service**

- Development within the Fostering Service 2019 - 2020
- Inspection
- Recruitment activity
- Preparation Groups
- New foster carers and carers deregistration
- Foster carers reviews
- Foster carers training
- Foster carers support group
- Consultation group
- Break Through group
- Newsletter
- The BEST Services Trial
- Future development of fostering service 2020 -2021

## **Report of Supported Carers Service**

- Overview of Supported Carers Service
- Pathway Plans
- Continuing Care

## **Report on the Adoption and Permanence Service**

- Development within the adoption service 2019 – 2020
- Inspection
- Recruitment of adoptive parents
- Adopters/Permanent foster carers
- Family finding
- Adoption Support Groups
- Adoption support
- Birth parent support
- Future development of the adoption service 2020 – 2021

## **Conclusion**

## Foreword

Welcome to the annual report of The Fostering and Adoption Service. This report is jointly compiled by the Chair of the Fostering and Adoption Panel and the Registered Social Work Manager, Fostering and Adoption Services and takes a retrospective look at the previous year as well as looking to the future developments.

We have been living in very different times in 2020 and coronavirus has impacted on all of our services. The introduction of the Coronavirus (Scotland) Act 2020 demonstrates the unique times we are working through. The Act allowed us, during the emergency period caused by the virus, to place more than the currently allowed 3 children in a fostering household, and other measures where we didn't have to review a child placed in a kinship arrangement for 3 months instead of the usual 6 weeks. The Social Work Advisor to the Scottish Government, stated that these provisions were introduced in order that all looked after children and young people could be safely cared for, and to allow local authorities to prioritise their resources effectively to help the most vulnerable children. In Renfrewshire we have not required to use the measures possible in the above Act.

Within Renfrewshire Children's Services we have continued to ensure that the needs of vulnerable children are met consistently and responded to as required. Services within Renfrewshire have continued to work and adapt throughout the pandemic to support children.

We have changed the reporting period of the figures in this annual report so that it aligns with the national reporting period for all children's social work statistics. The reporting period is 1<sup>st</sup> August -31<sup>st</sup> July each year. This means that we are comparing the last 10 months figures to the previous 12 months figures for this year's report only.

As at the 31.7.20, Renfrewshire Council had 642 'Looked After' Children. Of these 200 children/young people were looked after at home, 213 were looked after by Kinship carers/friends/relatives and 229 were accommodated with foster carers, pre-adoption or within different residential placements.

A significant number of the children looked after in foster care/residential care will be unable to return home to birth parents or to live with relatives. The work of the Fostering and Adoption Service is vital in ensuring that children are placed appropriately and safely and that children who require permanent placements out with their families are moved to an appropriate family at the earliest opportunity.

The Fostering and Adoption Panel provides an important quality assurance role in ensuring that the work undertaken to assess children's long-term care needs and the assessment of their potential carers is carried out to the highest standards. The Panels role are to make recommendations to the Agency Decision Maker (ADM) who ultimately approves children's permanence plans or confirms that a household can adopt or become foster carers.

The Panels continue to be busy. Between 1.10.19 to 31.7.20, 13 children's permanence plans were approved by the Agency Decision Maker. This is an increase from the same period in 2018/ 2019 when 10 children's permanence plans were approved.

The Fostering Service has continued to shift the balance of children's placements being with external fostering providers to our own internal foster placements. On 31.7.20 there were 60 children/young people in external placements as opposed to 63 on 30.9.19.

I hope that you enjoy reading this year's annual report.

John Trainer  
Head of Child Care and Criminal Justice  
Chief Social Work Officer

## Introduction

This is the 13<sup>th</sup> annual report of Renfrewshire Council's Fostering and the Adoption Panel.

The purpose of the Panel is to consider prospective foster carers, prospective adopters and supported carers. In addition, they consider individual children's needs for alternative permanent carers (i.e. where the care plan for the child is that they do not return home to their birth family), this includes considering the most appropriate legal action to secure this outcome. The Panel also consider the matching of a child with specific foster carers or adoptive parents to ensure that these are of a consistently high standard. The Panel makes a recommendation to the Agency Decision Maker. The Agency Decision Makers for the Fostering and Adoption Panel are John Trainer, Head of Child Care and Criminal Justice/Chief Social Work Officer and Michelle McCargo, Children's Services Manager.

For children unable to return to their birth family, activity within the fostering and adoption team continues to be high and the recruitment of foster carers and adopters is a prime objective, and this is reflected in the amount of permanence planning work within the social work locality teams.

The Fostering Service and Adoption Service continue to be inspected by the regulatory body, the Care Inspectorate. The last inspection took place in May 2017 where all aspects of service delivery in both the Fostering and Adoption Service remained Grade 5 which is 'very good' across all domains inspected.

COVID-19 pandemic has impacted on how Renfrewshire Council has managed Panel business. In March 2020 we had to cancel our fostering and adoption panels as these all took place face to face. However, by June 2020 we reconvened the panel virtually using Microsoft teams, and although they now take a bit longer than the face to face panels, we are able to continue having the usual meetings. This few month's delay caused the plans of a small number of children to be paused, however we have now caught up with this.

Included in the annual report are some of the business aspects of the panel and the types of cases considered by the panel. It is intended that by producing an Annual report the work of the Fostering and the Adoption Panel will be transparent and that this accountability will lead to improved services.

## Context

The work of the Fostering and Adoption Panel should be viewed in the context of the numbers of Renfrewshire Council's Looked After and Accommodated children.

### Accommodated and Looked After Children/Young People

As of 31<sup>st</sup> July 2020, Renfrewshire Council had 642 Looked After Children/Young People.

30.9.19    31.7.20

	30.9.19	31.7.20
Independent Sector-Children - Foster Care	63	60
Local Authority-Children - Foster Care	127	125
Local Authority-Children – Houses	29	14
Independent Sector-Children - Residential Schools	9	7
Independent Sector-Children - Residential Special Needs	2	3
Pre-adoption	10	11
Independent Sector-Children - Secure School	3	3
Independent Sector-Children - Residential House	6	6
Children looked after by kinship carers/friends/relatives	193	213
Children looked after at home	207	200
<b>Total</b>	<b>649</b>	<b>642</b>

We have changed the reporting period to match that used nationally when reporting looked after children statistics.

**Overview of the work presented to the Fostering and Adoption Panel 1.10.19 – 31.7.20**

<b>Business Item</b>	<b>Number</b>	<b>Comments</b>
Child adoption plans and links	6	This figure included 1 sibling group of 2
Approval of Renfrewshire adopters (households)	3	3 domestic adopters
Approval of Foster Carers (households)	2	1 interim fostering households and 1 short break household
Review of Registration (adoption)	1	
Request/review of adoption allowance	2	
Children's Permanence plans- Legal routes	13	The figure is in relation to the legal route and includes 1 sibling group of 2 and 1 sibling group of 5
Links with permanent foster carers	9	
Approval of Renfrewshire interim foster carers as permanent foster carers (households)	5	
Deregistration of foster carer	3	1 fostering household retired. 1 fostering household converted to supported carers status 1 fostering household resigned due to personal circumstances.
Approval of supported carers (households)	1	
Initial review of foster carer after their 1 <sup>st</sup> year	2	
Foster care review 7 years plus	3	
Foster carer review 10 years plus	2	
Review of foster carers registration – due to change in registration/circumstances	4	This figure represents 1 fostering household who increased their age range, and 3 fostering households who had a change in personal circumstances
Total number of agenda items	56	

## **Panel Membership**

We are fortunate to have a consistent and committed panel membership over the past year. We currently have 25 members of the panel.

Panel membership continues to reflect a wide range of experience and expertise, from social work, education, health and the police. The Panel continues to be well supported by adopters, foster carers and elected members. The Adoption and Fostering Alliance (AFA) Scotland also continue to provide an independent panel member who acts as a substitute chairperson.

Our medical advisers continue to offer a valuable service and support to the panel in respect of provision of information in relation to the children and adults being presented to panel. The medical advisor provides up to date written information regarding any health issues in relation to a child or a prospective foster carer or adopter.

We also have ongoing representation from Legal Services who provide written legal advice to the Panel in relation to adoption and permanence work, as well as attendance at the Panel as required.

Panel members attend annual appraisal meetings with the panel chair and panel advisor. Feedback from panel members is gathered from this meeting and ideas generated are incorporated into the business meeting agenda for consideration.

Over the next year it is hoped to develop the Fostering and Adoption Panel by providing training to Panel members in order to continue to increase Panel members confidence and performance on Panel.

## **Staffing**

The structure of the Fostering and Adoption Service is: -

Social Work Manager (Operations) Registered manager of the service. (also has responsibility for the kinship care service and the pre and post birth team).

Service Manager (responsible for operational management of the fostering and adoption service).

1 senior social worker (responsible for adoption and permanence service, and management of staff)

1 senior social worker (responsible for the fostering service and management of staff)

8 full time social workers

2 job-share social workers

2 job share social work assistants.

The fostering and adoption service now have a separate fostering team and an adoption and permanence team, this has allowed the development of more specialist skills regarding fostering and adoption. Both teams work closely together and share expertise and learning.

## **Commitment to permanence planning 1.10.19 to 31.07.20**

Between 01.10.19 and 31.7.20 Renfrewshire has progressed adoption and permanence plans for 19 children. Renfrewshire Council recognises the importance in progressing plans for children within appropriate time scales. There are different initiatives being implemented by senior management to support and enable social work staff involved in permanence work to undertake both *the* direct work with the child and family and the necessary reports. These initiatives include training for social workers and carers on issues specifically relevant to permanence, working closely with social work staff with regards to the needs of the child and planning for adoption or permanency.

The decision to place a child permanently out with their birth family involves a high level of assessment and scrutiny. Throughout the process checks and balances are in place to ensure the best possible outcome for the child. Permanence planning work is complex; however, it is also highly rewarding when children find new families to care for them throughout their childhood and into adulthood.

## **Children's Social Work Statistics Scotland, 2018-19**

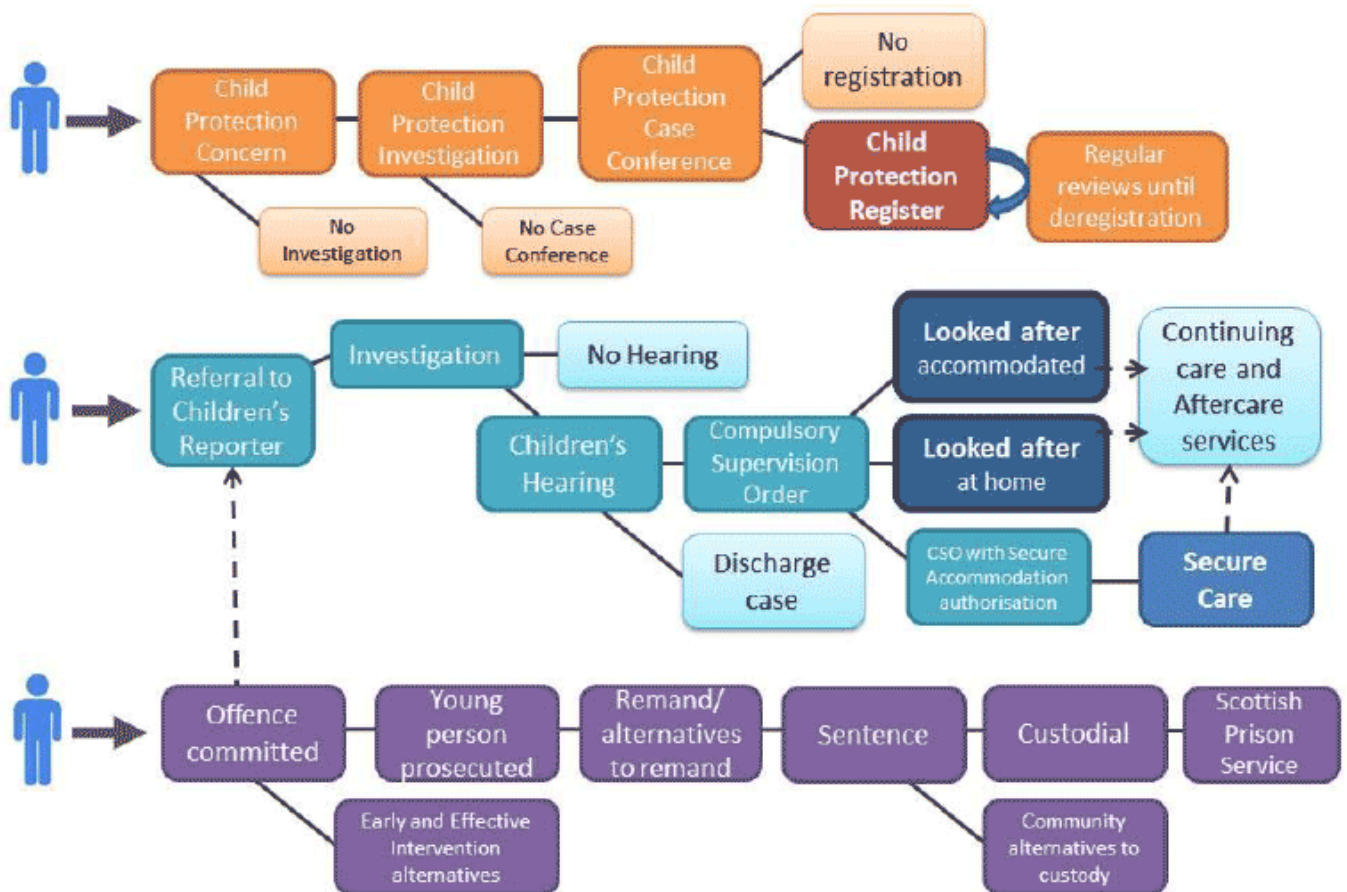
The following statistics are taken from [childrens.statistics@gov.scot](mailto:childrens.statistics@gov.scot) (March 2020)

The Scottish Government collects statistics annually from local authorities and secure units on children and young people, who were formally looked after; under child protection measures; or in secure care at some point between 1 August 2018 and 31 July 2019.

## **How do children come to be counted in these figures?**

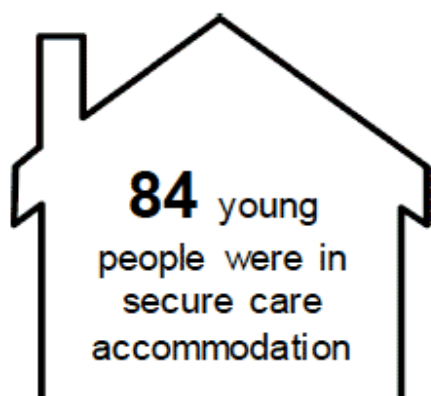
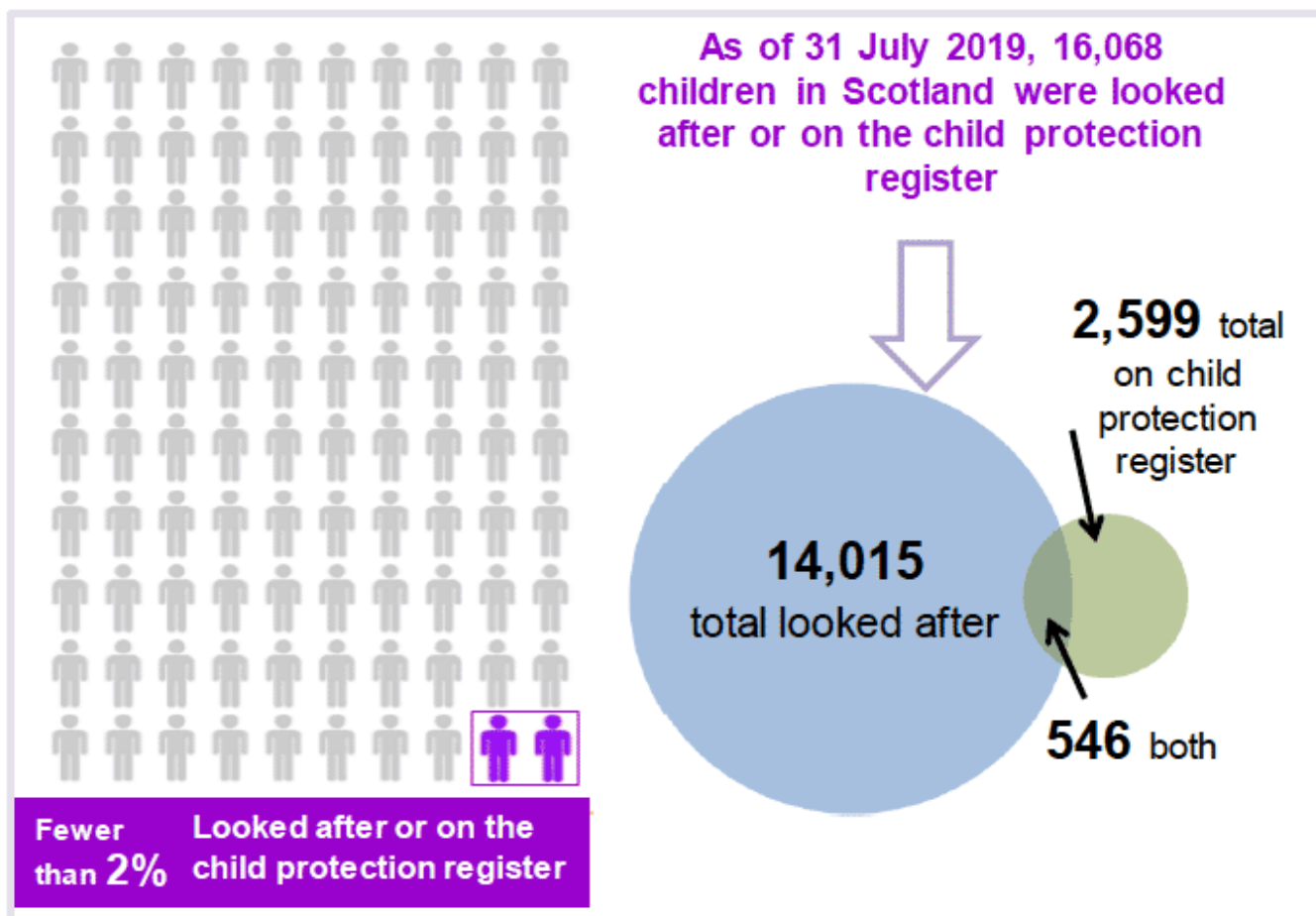
There are, several ways that a child may become looked after, on the child protection register or in secure care. Children can be referred to the Children's Reporter, become voluntarily looked after or come via the criminal justice system. The diagram below gives a high-level illustration of the main routes by which children would be included.








## Coverage

Data for Children Looked after, Child Protection and Eligibility for Aftercare was collected for the period 1 August 2018 to 31 July 2019 from all local authorities in Scotland. Data for Glasgow City was not provided for the period 1 August 2017 to 31 July 2018. To estimate national figures for 2017-18, the 2016-17 figures for Glasgow City were used along with the 2017-18 figures for all other local authorities (<https://www.gov.scot/publications/childrens-social-work-statistics-2017-2018/>).



### Comparisons with 2017-18:

-  **5%** decrease in the number of children looked after
-  **3%** decrease in the number of children on child protection register
-  **1** fewer young person, on average, during the year in secure care accommodation

The table and chart below show the National figures of the proportion of children being looked after at home which has decreased over the last decade, with 25% of the total in this group in 2019 compared to 39% in 2009. Increasing proportions of children are being looked after away from home in community settings, in particular foster carer (34% of the total in 2019 compared with 29% in 2009). Kinship care (29% of 2019 placements) was the second most common setting type for looked after children in 2019. Children looked after in residential care settings remain static at around 10% of the overall total.

Nationally the number of children looked after at 31 July, in each type of accommodation –

	2009	2018	2019
In the community	13,707	13,042	12,814
At home with parents	5,924	3,789	3,569
With Kinship Carers: friends/relatives	2,993	4,073	4,175
With Foster Carers provided by LA	3,594	3,453	3,335
With Foster Carers purchased by LA	905	1,491	1,463
With prospective adopters	242	186	212
In other community	49	50	60
Residential Accommodation	1,580	1,512	1,448
In local authority children's house	611	599	581
In voluntary agency children's house	138	122	127
In residential school	598	383	344
In secure accommodation	102	57	63
Crisis care	18	0	0
In other residential (1)	113	351	333
Total looked after children	15,287	14,554	14,262

(1) 'In other community' is a category that captures those people in community placements outside those listed, such as supported accommodation.

(2) The bulk of the 'other residential' placements are private/independent residential placements for young people with complex needs.

Children looked after per 1,000 children under 18 by type of accommodation, 1988-2019

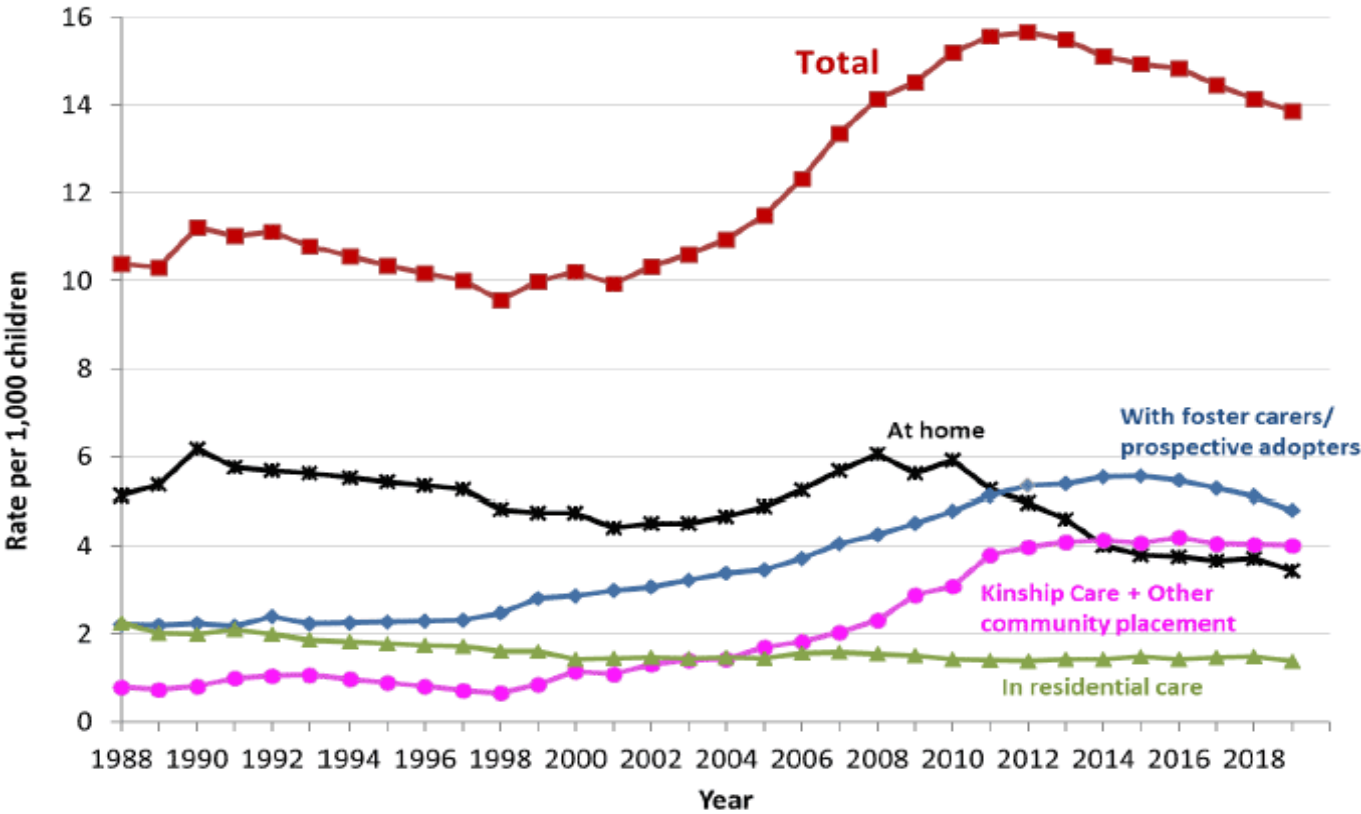


Table below - number of children starting to be looked after, by age

	Number			Percentage		
	2009	2018	2019	2009	2018	2019
Under 1	641	626	565	12%	16%	15%
1-4	1,138	852	891	22%	21%	23%
5-11	1,563	1,275	1,137	30%	32%	30%
12-15	1,800	1,149	1,128	35%	29%	29%
16-17	55	73	102	1%	2%	3%
18-21(2)	4	2	1	0%	0%	0%
Not known	0	2	0	0%	0%	0%
Total	5,201	3,979	3,824	100%	100%	100%

- (1) Data for 2018 is estimated by using the 2017 figures for Glasgow City and 2018 for all other authorities.
- (2) A child may start to be looked after more than once in a year and so may be counted more than once.
- (3) The 18-21 category in this table may include a small number of looked after children who were over 21 years.

The above table also shows that over the last 10 years children have started episodes of care at younger ages. In 2009, 34% of children starting episodes of care were under five years of age. By 2019 this had risen to 38%, although this is a decline from a peak of 41% in 2014. Fifteen percent of children starting episodes of care were less than one year old, increasing from 12% in 2009.

There were slightly more boys than girls starting episodes of care in 2019 - 52% boys compared with 48% girls, (the Scotland-wide population of under 18s was 51% male in 2019).[1] The gender split of those starting episodes of care has remained stable over the last 10 years.

The table below shows the number of episodes of care which ceased by length of time looked after. There were 4,068 episodes of care which ceased between 1 August 2018 and 31 July 2019, a decrease of 6% from the previous year.

The length of time for which children ceasing to be looked after had been looked after remained similar between 2018 and 2019. However, when compared with 2009, there are a higher proportion of children who had been looked after for more than five years, and a lower proportion who had been looked after for under six months.

Table below - Number of children ceasing to be looked after, by length of time looked after

Length of time looked after	Number			Percentage		
	2009	2018	2019	2009	2018	2019
Under 6 weeks	409	219	259	9	5	6
6 weeks to under 6 months	333	326	321	8	8	8
6 months to under 1 year	767	594	543	17	14	13
1 year to under 3 years	1,718	1,545	1,474	39	36	36
3 years to under 5 years	652	675	643	15	16	16
5 years and over	515	968	828	12	22	20
Not known	-	-	-	0	0	0
Total	4,394	4,327	4,068	100	100	100

(1) A child may cease to be looked after more than once during the year and will be counted once for each episode of care ending.

Most children (58% in 2019) go home to their biological parents and 16% go to live in kinship care with friends or relatives or leave care through a Kinship Care Order when they cease to be looked after. The proportion of children leaving care due to being adopted was 7% in 2019, the same level as in 2018. The majority of adoptions (63%) are of children aged under five years old. There is a much more even spread ages of young people leaving care to go home or to live with friends and relatives.

## Cross-UK looked after comparisons

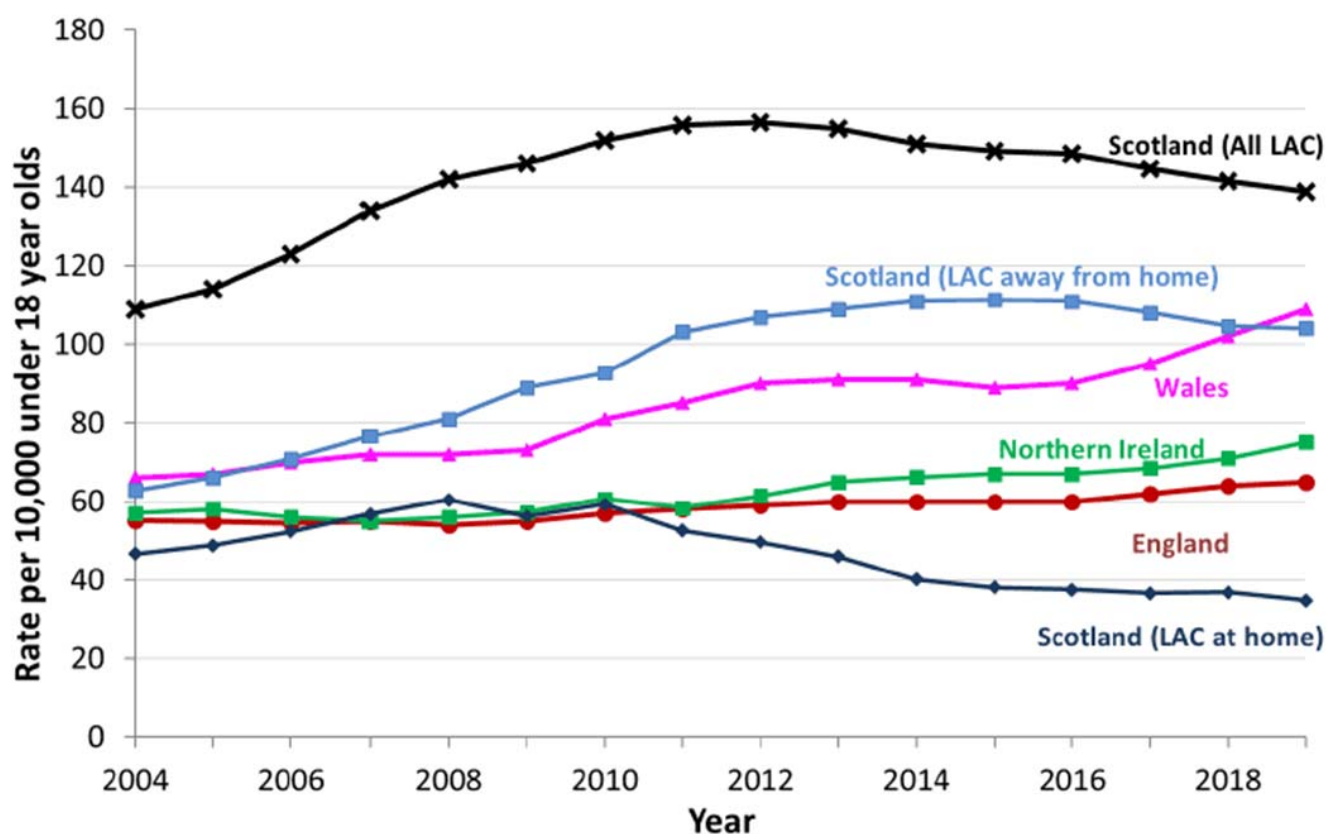
The definition of "looked after children" varies across the countries within the UK, which makes cross-UK comparisons difficult. To improve comparability, the Scotland figure at 31 March has been used, rather than the published 31 July figure, as the other nations publish on this date.

The chart below gives Scottish figures including a breakdown for children looked after at home and away from home for comparability with the other nations. Scotland has a much higher number of children looked after at home than the rest of the UK, a placement which in Scotland requires a supervision order from the Children's Panel. Overall, Scotland had the highest rate of looked after children in 2019 at 139 children per 10,000 under 18 population. The rate for only children looked after away from home in Scotland is no longer the highest in the UK at 104 per 10,000 under 18 population. This is slightly lower than the rate of looked after children in Wales (109 per 10,000). The rates in Northern Ireland (75 per 10,000) and England (65 per 10,000) are much lower.

Chart 2: Cross- UK comparison of rate of looked after children per 10,000 children, 2004-2019

There is more information on the comparability of looked after children data across the UK at the following link:

<http://www.gov.scot/Topics/Statistics/Browse/Children/socialservicestats>



## **REPORT ON THE FOSTERING SERVICE**

Dr John Simmonds, Coram BAAF Director of Policy, Research and Development and Dr Louise Sims, Kinship Care and Fostering Consultant wrote in August 2020:-

*Covid-19/coronavirus has created a major health crisis that impacts on every individual and families across the UK. Many of the immediate priorities focused on adults, as those most at risk from the virus and as those responsible for complying with the public health measures. However, there also needs to be a specific focus on the impact on children when their parents or other members of their family, foster carers or adopters are having to respond to the crisis by making major adjustments to their lives. The impact that this has on the children cannot be underestimated. When it comes to children and young people in care or who have previously been looked after, these issues will be significantly amplified.*

Within Renfrewshire Council's Fostering Service our foster carers managed and cared for the children and young people exceptionally well. They were imaginative in relation to keeping children in touch with their birth parents and with children's learning. We ensured that children who were old enough were supported by their foster carers to use electronic means of keeping in touch with their families. Foster carers sent videos of the babies in their care to their birth parents and video-called their birth parents at times such as bath time and bed time so they could be involved in reading bedtime stories so that the babies could hear their parents' voices. Our foster carers were incredible with the amount of time and effort that they took to keep families, separated by the lockdown restrictions, in touch with each other. Our birth families while many were understandably frustrated, were all equally concerned that they didn't risk the health of our foster carers and their families. The joint effort by birth parents, foster carers and staff to support each other through the first few months of lockdown was incredible to see.

As of the 31.7.20 we had 81 fostering households, this included permanent foster carers, long term foster carers, interim foster carers and short break foster carers.

### **Developments within the Fostering Service 2019 – 2020**

- Fostering service participation with Fostering Fortnight in May 2020, where the service made use of local media, social media and articles from our foster carers
- We have continued to encourage participation with foster carers on their training needs
- We have developed evening training program in order supported carers can attend
- We have continued to develop foster children's participation in foster carers reviews by encouraging the use of "my view" to represent their views
- Children in foster care continue to be involved in participation strategies through our own Break Through group, Who Cares? Scotland and the Champions Board
- The Managers within the Fostering Service continue to attend Social Work Scotland meetings and liaise with neighboring authorities
- We have raised the profile of the fostering team to ensure locality teams have a clear and understanding of the work undertaken to develop the service and to ensure better outcomes for the children referred and placed in foster care



- We continue to participate in the BEST trial (this is explained below)
- To continue to develop the use of exit questionnaires with regards to gathering information around the standard of care provided by Renfrewshire Council foster carers.
- We have held consultations with Foster carers using Microsoft teams.
- We have help foster carer reviews and Fostering and Adoption panels using Microsoft teams.

## **Inspection**

As we have already explained The Fostering and Adoption Service has not been inspected since May 2017. The service was expected to have been inspected in May 2020, however, due to current pandemic this did not go ahead. We are in regular liaison with our Inspector who is aware of our practice generally and our adaptations during the pandemic.

## **Recruitment activity 1.10.19 – 30.9.20**

During Fostering Fortnight, May 2020, our service was visible through Renfo and social media.

From 1.10.19 to 31.7.20 we have continued to receive enquiries in relation to fostering.

If the person who has enquired wishes to take the next step, an initial visit is completed by a social worker from the fostering team. After the initial visit a discussion takes place between the visiting social worker and the senior social worker to consider whether the enquirers should be invited to preparation groups. (see appendix 1 for fostering criteria). Applications to be assessed as a foster carer are not completed by applicants until after they have completed the preparation groups.

## **Preparation groups**

Between 1.10.19 – 31.7.20 we held 1 set of preparation groups for fostering, in January 2020, with another group planned for the Autumn. This resulted in 2 fostering applications from the January group.

This is the start of the assessment process and an opportunity for the participants to receive more in-depth information and discussion about the implications of fostering; as such it is important that all enquirers attend. Experienced foster carers come along to talk to the group about their different experiences of caring for foster children.

Our preparation groups cover a range of topics including managing challenging behaviour, brain development, attachment issues, safer care and working with birth parents. Participants are asked to give written feedback on each of the sessions and on any issues that the discussions may have raised for them. At the end of the preparation groups the workers leading the group will also complete written reports on each of the participants and their contributions over the previous weeks. They will also highlight areas of concern or where further consideration may be necessary regarding the participants suitability to proceed to the formal application and assessment stage.

Preparation groups run for 6 sessions, normally at the weekend or evening sessions. The facilitators from the fostering team make use of the Fostering Network 'Skills to Foster' materials, as well as up to date research and our own recently developed training materials. Our social workers are skilled at leading these groups and current foster carers provide input regarding their experiences. There is also input by the senior social worker/service manager at the final session.

Planning for the Autumn group was different in relation to the groups being help virtually, with adaptations to the presentations having to be thought through. This group has just finished.

## New foster carers and carers deregistered

In the period 1.10.19 – 31.7.20 an additional 2 fostering households were approved. 1 household was approved as interim foster carers and 1 household as a short break foster carer.

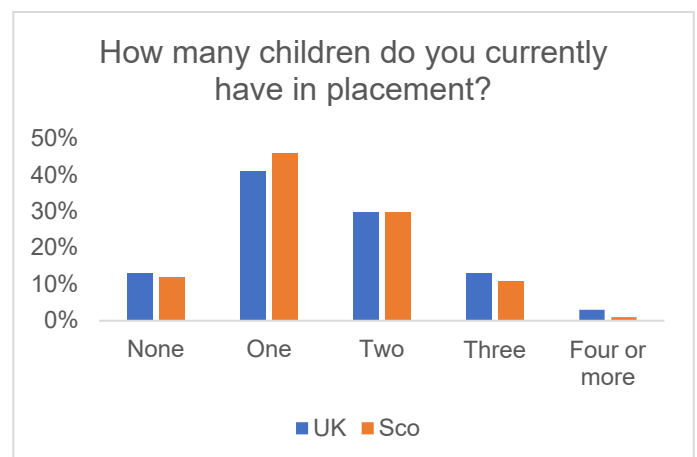
Between 1.10.19 – 31.7.20 3 fostering households were deregistered for the following reasons:

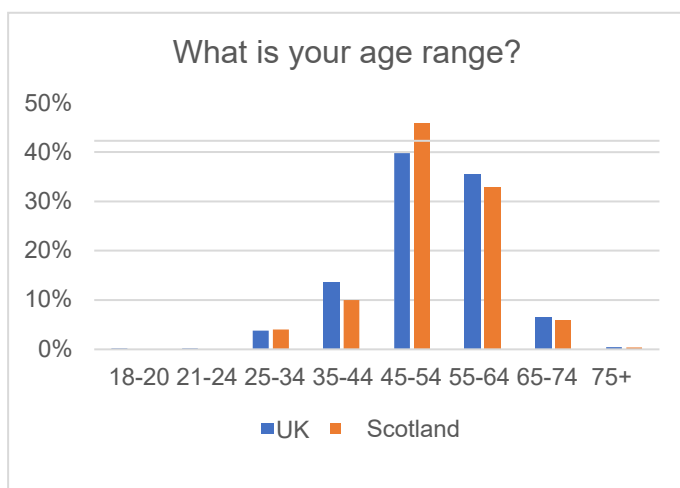
1 fostering household resigned due to a change in their personal circumstances, 1 fostering household converted to support carers (young people now 18 years), and 1 fostering household retired after being a fostering household for over 20 years.

The Fostering Network have published the State of the Nations report (State of the Nations Foster Carers Full Report Kate Lawson and Robert Cann February 2019) which has become recognised as the most comprehensive insight into foster carers' views of fostering in the UK. Sara Lundie, from The Fostering Network, stated that she was delighted that The Fostering Network were able to extract the data specifically for Scotland.

500 foster carers from Scotland responded to the 2018 State of the Nations survey, published June 2019.

- 64 per cent foster for a local authority and 36 per cent for an independent/voluntary provider.
- The number of fostered children currently in placement: none - 12 per cent, one - 46 per cent, two - 30 per cent, three - 11 per cent, and four or more - 1 per cent.
- 19 per cent of respondents were male and 81 per cent were female.
- Nine out of ten (89 per cent) foster carers who responded were between the ages of 35 and 64, with the most common age range being 45- 54 (46 per cent of the total)?





The typical foster carer in Scotland, based on survey respondents:

- is aged between 45 and 64
- is female
- is fostering with their partner
- currently has one or two children in placement
- has no birth children currently at home.

## Foster carer reviews

New Foster Carers are reviewed by the Fostering Panel at the end of their first year and every three years thereafter. Foster carers will also return to Panel if their registration has to be reviewed with regards to a change in registration.

Between 1.10.19 and 31.7.20 the Fostering and Adoption Panel reviewed:

2 fostering household after their first year,

3 after their seventh year and

2 ten years plus.

1 fostering household also retired,

1 fostering household converted from fostering to supported care and

1 fostering household resigned due to a change in circumstances.

4 fostering households were reviewed at Panel in relation to their registration, 3 due to a change in their circumstances and 1 due to their age range being increases.

Foster carer reviews are an opportunity for foster carers to talk about their experience, training and support etc. Renfrewshire Council's foster carers expressed satisfaction with their experiences of fostering and their learning and remain enthusiastic and committed. They have found the support provided by their social worker during covid times to be beneficial and available as required, as well as finding the training offered informative and beneficial to the fostering task.

Foster carers are internally reviewed on an annual basis, by Social Work Managers (Operations). The foster carers provide written as well as verbal contribution to the review process, as well as written reports from their birth children. Reports by their supervising social worker and child's social worker are all part of the review process. Foster children are encouraged to contribute to the review process and this year there has been a development with regards to birth parents being encouraged to submit a report for the Foster Care Review regarding the care their child/children is receiving. To date we have had 1 birth parent report returned.

Between 1.10.19 to 31.7.20 23 Foster carer Reviews took place.

Since the lock down we have developed the use of virtual foster care reviews and continue to do so at this time.

The duties of the supervising social workers from the fostering team is to keep regular contact with the foster carers, this includes home visits and telephone contact. Visits would normally take place on a 4 to 6-week basis, depending on the placements and any issues arising. Home visits consist of supervision, training and development, as well as performing a range of duties including ensuring health and safety checks are carried out annually, annual medical information is received and PVG checks are up to date. Safer caring policies are in place for each fostering household which include a minimum of two unannounced visits annually. Supervising Social Workers will also attend Looked After Children review meetings and Children's Hearings with the carers. Joint visits by the child's social worker and the social worker from the fostering team takes places when a new placement is established and routinely thereafter.

This year has seen some changes to home visits and unannounced visits by the social worker for the foster carer. At the point of the first lockdown we stopped visits to our fostering households unless it was critical. We began regular monthly visiting again in June 2020 and have again halted this during the November 3 weeks of tier 4 lockdown. At this time unannounced visits have not taken place due to the pandemic as we need to phone beforehand to check there are no signs of covid in the home. Unannounced visits are planned to start again after the November period of lockdown has ended.

## **Foster carer training**

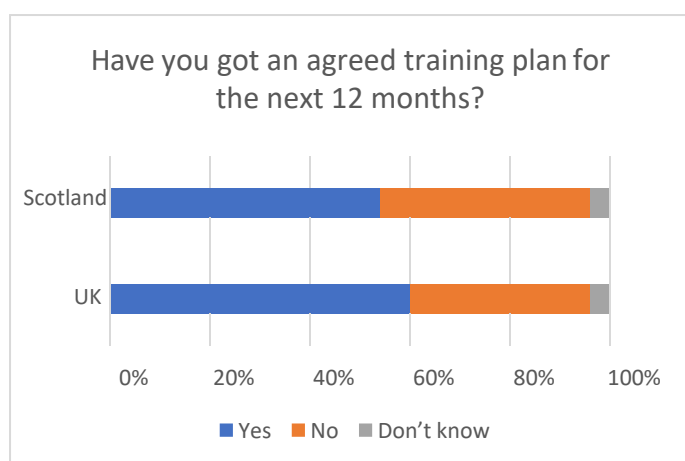
In 2018 Fostering Network State of the Nations report covered key practice and workforce issues such as placement stability, training and support for carers, and status and authority of the workforce. They received a record 4,037 responses from across the UK, with 500 from Scotland, which has given us a unique insight into the issues currently facing foster carers.

In relation to foster carer training foster carers tell us that the children and young people they foster require additional support, and children need carers who have an understanding of the impact of early trauma and aware of the needs of the children they care for. There is a corresponding increased demand for foster carers to meet these needs. The Scotland learning and development standard for foster care was written in 2017, however, implementation of this standard is on hold pending the outcome of the care review.

The training gaps highlighted below are a clear indication of the specialised role of foster carers and highlight the challenges faced by today's carers.

### **Key findings**

- 45 per cent of carers who are supporting a child with mental health needs say they have been unable to access the relevant specialised support.
- When asked about the issues and challenges faced in the past 24 months, 50 per cent of respondents said they had looked after a fostered child who had either:
  - caused violence in their home
  - self-harmed
  - gone missing from the home; or
  - been involved with the police.
- The top five training gaps identified by carers are therapeutic parenting, behaviour management, mental health, specialised first aid and attachment.



- Since 2016 there has been a marked increase, from 36 per cent to 54 per cent, in the proportion of carers reporting that they have an agreed training plan in place for the next 12 months. This is still very low and *lags the rest of the UK*, which is 59 per cent.
- There is an improvement since 2016 (from 83 per cent to 89 per cent) in the proportion of carers feeling the training provided had helped with their fostering role.

Changes to training provided to Renfrewshire Council foster carers had to be addressed due to the pandemic. The support provided to foster carers by their supervising social worker continued to address training needs and the development of skills etc.

Prior to this, social workers and foster carers could also attend external training courses. The Fostering Network and AFA has provided training to new social workers within the Fostering and Adoption Team including Skills to Foster, the Role of the Supervising Social Worker and assessment of foster carers and adopters. They have also attended virtual external conferences such as the role of men in Fostering, and workshops provided by AFA on relevant topics.

The fostering service also provided mandatory training on fire safety, first aid and safer caring. The Scottish Fire and Rescue Service are looking to *provides* training on fire safety, online at this time, however, have offered home visit to provide advice, to foster carers. West of Scotland College, provides first aid training, however this has been on hold due to the pandemic. Mandatory training should be updated every three years.

Our fostering training officer provided 3 courses from the Autumn/Winter programme, before lockdown – “Child Sexual Exploitation” (10 participants) “Sexual Health and Relationships for Looked After Children” (9 participants) and “Child Protection: Trading Places” (4 participants)

The following 90-minute online webinars ran between 4<sup>th</sup> June and 4<sup>th</sup> November 2020, *held like this due to the pandemic*.

Webinar Title	Content	No of Dates Ran	Total No of participants
“Can you keep a promise?”	Briefing on the Independent Care Review	2	12
Children’s Hearing (Scotland) Act Briefing	The legislation protecting children, the workings of the Children’s Hearing and the implications for carers	1	2
Getting it Right for Every Child	The principles and practice of GIRFEC	2	8
Better Transitions for Better Futures	The new protocol and practice of children’s transitions from foster care to adoption	1	4
Safer Care: Internet Safety	Keeping children safe online	2	9
<b>Totals</b>		<b>8</b>	<b>35</b>

**The table below shows webinars pending between 5<sup>th</sup> November 2020 and 16<sup>th</sup> February 2021**

Webinar Title	Content	No of Dates	Total No of Registrations
Safer Care: Internet Safety	Keeping children safe online	2	11
Can you keep a promise?	Briefing on the Independent Care Review	1	3
Children's Hearing (Scotland) Act	The legislation protecting children, the workings of the Children's Hearing and the implications for carers	1	3
HRT for Kids	Stimulating helpful hormone production for wellbeing	1	6
Ask, Tell	Promoting good mental health and wellbeing	1	7
Autism Awareness	What autism is, how it might present and what carers can do to support children on the spectrum	4	22
Life Story Work	Helping children develop a coherent narrative	1	3
<b>Totals</b>		<b>11</b>	<b>55</b>

Carers were slow to embrace the webinar format when first piloted in the summer. Reasons given for this included:  
being too stressed by the pandemic to concentrate on learning,  
being too busy with home schooling and  
not feeling comfortable/competent in using the technology.

Interest and engagement have since improved and the overall feedback has been very good. Several carers have stated said that the format is more convenient for them than face to face training. Another advantage has been that several carers who would not normally be able to attend face to face training have engaged with the webinars. The format has been especially useful for newly registered carers who have been able to meet other carers. The training programme is constantly under review and additional dates will be arranged in line with demand.

### **Foster Carers Support Group**

Our foster carers have their own support group which is an informal support group where foster carers can drop in as they wish and issues raised within the group are fed back to the fostering team via the carers supervising social worker or the foster carers consultation group. At this time the group is a *foster carers* WhatsApp group.

### **Consultation Group**

The Carers Consultation Group has met three times, - December 2019 and June 2020 and November 2020. All Foster Carers are invited to attend this group. This provides an opportunity for foster carers to be kept updated with any changes within the service and discuss any issue that has arisen for them or other carers.

### **Breakthrough Group ( group of children who live in foster care who create a newsletter, taking up issues and campaigns on matters that affect them)**

The breakthrough group changed significantly during the lockdown months. They set aside their normal tasks and activities and became an online group supporting each other through the pandemic. They created new ways to keep the focus online, scavenger hunts, arts and crafts. The Easter newsletter was not able to be published. The group will continue to meet monthly online for the foreseeable future.

## **Newsletter for foster carers**

The fostering quarterly newsletter continues to go out to all fostering households. Foster carers are encouraged to contribute to the newsletter in relation to their learning and experiences.

## **The Best Services Trial**

Renfrewshire Children's Services joined the University of Glasgow and the Glasgow Infant and Family Team (GIFT) in their Best Services Trial, this trial is on-going, although had to go on hold due to the lock down.

Best services trial is a randomised controlled trial comparing an infant mental health service (GIFT) based on the New Orleans Intervention Model (NIM), with social work "services as usual". It aims to find out what is the best service for young abused or neglected pre-school children coming into foster care and which approach is the most cost-effective. The trial is being led by Glasgow University and the principal investigator is Professor Helen Minnis, a child and adolescent psychiatrist.

All children selected for either group will be assessed, to recommend whether being at home safely with their family can be supported or whether alternative permanence options require to be considered. Parental consent will be sought for every child considered for the trial.

## **Future developments of the fostering service 2020 – 2021**

1. To continue to recruit foster carers on an annual basis.
2. To continue to develop specific training for foster carers and peer led workshops.
3. To continue to develop participation of young people in foster carers reviews.
4. to encourage and support young people with the use of my view in relation to foster carers reviews.
5. To continue to develop the use of exit questionnaires with regards to gathering information around the standard of care provided by Renfrewshire Council foster carers.
6. To continue to work with neighboring authorities regarding shared services and development days.
7. To support the Breakthrough Group in relation to increasing their membership.
8. To consult with children/young people of foster carers in relation to future support, groups etc.
9. Welcome packs to be redesigned for children/young people being received into the care of foster carers.

## **REPORT ON SUPPORTED CARERS SERVICE**

### **Supported carers**

Supported carers are carers who look after young adults (aged 18-21) who have remained in a continuing care placement. The majority of our supported carers were the foster carers for the child and transitioned to Supported Carers when the young person reached the age of 18.

Supported carer assessments are completed in advance of the young person turning 18 and are presented to Renfrewshire Council's Fostering Panel. Within the period 1.10.19 to 31.7.20 the Fostering Panel has approved 1 supported carer, who had been a foster carer for Renfrewshire Council.

All young adults whose plan is presented at the Fostering Panel have Pathway Plans completed and a Throughcare Worker allocated to them. The outcome for young adults involved in the Supported Carers Service is reported to the Scottish Government twice a year. The following information highlights that this is a successful service for young people.

At present there are 15 young adults in supported carer placements with a further 3 expected to be presented to panel before the year end. All are in positive destinations. Including university, College and Employment. Some examples include a 4<sup>th</sup> year Law degree student at West of Scotland University, 3<sup>rd</sup> year nursing degree student at Caledonian University, 3<sup>rd</sup> year Geography Student at Glasgow University, 2<sup>nd</sup> year joiner apprentice and an early year's support worker.

Covid-19 Support. Home visits have continued in line with government guidelines, in addition the use of video technologies' such as Microsoft Teams and Skype have been utilised. In addition, we have developed a newsletter which is sent to carers approximately every 6 weeks and includes Q&A's with staff and information which would be useful for supported carers and the young people they support. A virtual forum has been trialled and will continue to be developed to allow carers to seek peer support and be actively involved in service development, this is again using video technology.



## **REPORT ON THE ADOPTION AND PERMANENCE SERVICE**

### **Developments within the adoption service 2019- 2020**

1. Continued development of training for adopters, and consultation with adopters regarding appropriate training, through the quarterly newsletter
2. Continued development of the adoption support group.
3. Develop extended family member's participation in the adoption assessment process.
4. Development of support to birth parents with regards to understanding the plan for their child and supporting a birth parent with letter box contact.
5. To work with foster carers and adopters with Thera play strategies to assist a child with the transition from foster carer to an adoptive family.
6. Continued work with Scottish Adoption Support Services (SAAS - Barnardos) for young people, birth parents and adopters requiring additional support, were appropriate
7. Continued work with Scottish Adoption Register/Link maker.
8. Continue to work with colleagues in locality teams to raise the profile of the adoption service and to provide a clear understanding of the work being undertaken to ensure positive outcomes for children.
9. Develop specialist practice in the adoption service by working with our neighboring authorities and SWS.

### **Inspection**

As stated previously the Adoption Service has not been inspected since the last Annual Report. The service was due to be inspected around May of this year, however, due to the pandemic this did not take place. We are in regular liaison with our Inspector who is aware of our practice generally and our adaptations during the pandemic.

### **Recruitment of Adoptive Parents**

There continues to be a need for both adoptive parents and permanent foster carers for children of all ages who meet our adoption criteria (appendix 2). Nationally there is recognition that more adopters are also required for sibling groups and older children.

The continuing pandemic has meant that there has been a significant drop in enquiries relating to adoption within Renfrewshire.

One preparation group for adoption took place in September/Oct 2019, which 4 households attended, 1 household being an overseas adoption and 1 foster care household for a specific child. There was one other application from this group.

We have provided an adapted preparation group to 1 household, due to the lack of enquiries and the importance of enquiries moving on.

As part of the adoption assessment process the service looked at family meetings. We held one meeting and feedback was positive. Family members and close supports were invited, and the adoption process was discussed, questions answered, and the participants felt that by the end of the meeting they had a clearer understanding of what adoption would mean to them as a family and support network. This is an area we will continue to develop.

Renfrewshire Council's adoption service has continued to use the Scottish Adoption Register/Link maker. Once people are approved as adopters their information and what age of child, they have been approved for is added to this register. Adoption Social workers across Scotland are able to access this information should they be trying to place a child for adoption. Between 1.10.19 and 31.7.20 we referred 1 adoptive household to the adoption register/link maker.

Statistics from the Adoption Register indicated that 147 adopters were referred to the Register between 1.7.19 to 30.6.20, a slight decrease from 152 the previous year. From the 147 adopters 74 were matched with children within the same period.

The adoption service were involved in different recruitment activities during Adoption Week, 16.11.19 to 20.11.19, the adoption service had a presence on Renfo and a drop-in event for adopters and their children was held at Johnstone Town Hall, an adopter spoke about her experience of managing challenging behaviours and access the appropriate support.

## **Permanent Foster Carers**

In the period between 1.10.19 to 31.7.20 there have been 9 children linked with permanent foster carers, 8 of the children were linked with Renfrewshire Council foster carers (1 sibling group of 2 and 6 single children), and 1 child with an independent foster carer.

Often our permanent foster carers have been previous interim foster carers for us. When a child is placed with them for a short time and then that child is remaining in foster care permanently their interim foster carer will ask to be assessed as a permanent carer for that child.

## **Family Finding**

During the period 1.10.19– 31.7.20 6 children were presented to the Adoption Panel for consideration of their adoption plans and links. In all cases the Agency Decision Maker accepted the panel's recommendations to approve the adoption plan and links between the child and their prospective adopters.

13 children's plans for Permanence Orders were presented to the Adoption Panel, this included 1 sibling groups of 2 and 1 sibling group of 5.

Renfrewshire Council make good use of the Scottish Adoption Register by way of Link maker and Adoption Exchange days. The Scottish Government's GIRFEC strategy for Looked After Children and Young People (November 2015) identifies the achievement of 'early permanence' as one of its key strategic priorities. Legislation and guidance introduced in 2016 support that goal and reinforced the role of the Adoption Register for the relatively small number of children who are unable to stay with their own family and require an adoptive placement.

7 children were also referred to the Scottish Adoption Register /Link maker, this included 1 sibling groups of 2.

In September 2020 the Adoption Register completed a webinar, due to the pandemic they were unable to provide adoption exchange days or adoption activity days. Renfrewshire Adoption Service presented three children at this event, 1 single child and 1 sibling group of 2. This resulted in enquires being taken forward for the children.

Statistics received from the Adoption Register indicated that 166 children were referred to Scotland's Adoption Register/Link maker between 1.7.19 to 30.6.20

Within Renfrewshire we approved adoption plans and linked 3 children with prospective adopters through the Scottish Adoption Register and 3 children with 3 Renfrewshire prospective adopters.

6 adoption orders were granted for Renfrewshire children between 1.10.19 to 31.7.20, 1 being a sibling group of 2. 2 of the children were 2 or under, and 4 were 3 or under.

The adoption service has looked at the transitions for children from foster care to adoption. We have made use of the training foster carers attend in relation to moving children on and included Thera play in the transition plan. To move children's plans on during the pandemic we have focussed on reducing the risk of spreading the virus, while allowing children to move to their adopted family. Transition plans including safety issues and Thera play games and songs meant that the children moved on well. We have also made use of face time etc., in order for the adopters to develop a relationship with the foster carers and observe the child's routines, this has reduced the time adopters and foster carers have to spend in each-others homes.

Renfrewshire Council Adoption service continues to work closely with Inverclyde Council, East Renfrewshire Council, West Dunbartonshire and East Dunbartonshire.

### **Adoption Support Group**

Our adoption support group had developed over the past few years and varies between a drop-in facility which the children can also attend with play activities available to the children, while their parents talk with other adopters and staff, drop in evenings for adopters only, to training events for adopters only. We adoption support groups in November and December 2019, which were well attended by adopters and their children. The next support group was planned for March 2020, this group was cancelled due to the pandemic.

In February 2020 the adoption service provided Thera play training to adopters, this was well attended, and feedback was positive.

Unfortunately, due to the on-going pandemic the service was unable to provide a face to face support groups or training. However, in September 2020 we provided a virtual support group which looked at Foetal Alcohol Spectrum Disorder (FASD), at which a member of the FASD hub, through Adoption UK, provided an input and answered questions which 5 households attended. Virtual coffee mornings have also been planned, with 1 taking place.

Most adopters who attend the group meet other adopters in similar situations and hear about strategies and tips for managing different situations. The group has also been the starting point for the development of friendships and informal supports. Unfortunately, virtual groups do not always allow for the development of friendships in the same way as face to face groups.

There are approximately 18 adoptive families who have attended the Support Group in November and December 2020, and the feedback was very positive. The number attending the group can vary as it is a drop in, with some families choosing to attend at different times.

### **Adoption Support to individual families**

Throughout the year the adoption team have provided adoption support on an individual basis to 24 adoptive families who have approached the service for support. This figure includes 3 adoptees requesting origins counselling.

Within Renfrewshire we have 100 adoptive families on our mailing list who receive our quarterly newsletter and notification of all support groups and training events.

### **Birth parent support**

We offer support to birth families once the plan is made for their child/children to be adopted. We offer support to birth parents to reflect on why adoption has been recommended and to understand the legal process. We provide support to birth families to contribute information about the child's birth family in order to assist the child with accurate information as the child grows and develops.

We also provide advice and support to birth families where their child has been adopted and they now feel that they are at a place in their own lives where they would like to contribute information to the child's life work. We understand that support to birth parents may be required at different stages of the adoption process.

Throughout this year we have developed this work with birth parents of children where the plan is adoption should be pursued or where the adoption order has been granted. Between 1.10.19 and 31.7.20 we had offered/provided support to 11 birth parents with regards to birth parent support. We support birth parents who ask for assistance with their letter box contact (see below) for their annual exchange of information. This provides birth parents space to talk about their children being adopted and looks at making changes in their lifestyle, to improve their lives.

The Adoption Service provided an input, along with Inverclyde Council, on the work with birth parents during an Adoption UK event, November 2019.

### **Letter Box Contact**

Within the adoption service we provide a letter box contact service continues between birth families and adopters/adoptees. We have 98 letter box contacts recorded with us, of this 58 are operational and exchanges of letters take place once or twice a year as agreed. The 30 that are non-operational are due to birth parents changing address and not notifying the service, or birth parent being unable to sustain this contact

### **Future developments of the adoption service – 2019 -2020**

Over the next year we intend to strengthen our adoption service by progressing;

1. The recruitment of new adopters.

2. Recruitment of new Fostering and Adoption Panel Members as required.
3. Development of our adoption support provided to adoptive families, our adoption support group and work with birth families.
4. Development of extended family member's participation in the adoption assessment process.
5. Development of Thera play strategies to assist a child with the transition from foster carer to an adoptive family.
6. Development of work with our linking process using the Adoption register
7. Support for Adoption Exchange days and Adoption Activity Days as appropriate
8. Development of joint work with neighboring local authorities.
9. Development of a training program regarding adoption support plans for social work staff to ensure all adopted children have a support plan in place and a later life letter.

## **Conclusion**

This report has highlighted the work of the Fostering, Adoption and Supported Carers Services and the work of the Fostering and Adoption Panels. The activity of the Fostering and Adoption Panel reflects the high number of children unable to return to live with their birth families within Renfrewshire.

The Report highlights the adaptations that have taken place during the pandemic, to ensure that children's plans are progressed by the Fostering and Adoption Panels and that children's needs have been met.

The Fostering, Adoption and Supported Carers Services are committed to safeguarding children's lives in Renfrewshire and to continual improvement.

As Chair of the Adoption and Fostering Panel and the Registered Manager for the we would like to take this opportunity to thank our Panel members for their commitment to Renfrewshire's most vulnerable children.

Our Foster Carers dedication to the children in their care means that we can ensure the best outcomes for them to a consistently high standard .We look forward to the coming year and to progressing our work with all partner agencies to continue to improve the outcomes and secure the future of Renfrewshire's most vulnerable children.

Joyce Gartshore  
Chairperson of the Adoption Panel and Fostering Panel.

Clare Cuning  
Social Work Manager (Registered Manager of both services).

## **Appendix 1 Renfrewshire Council Fostering Criteria**

### **Who Can Foster?**

Renfrewshire Council accepts applications from different backgrounds as everyone has their own individual experience to offer.

#### **Requirements to foster:**

1. Are over 21 years
2. Are in good health
3. Have a spare bedroom.

#### **You can be:**

1. Single, married, cohabiting or in a civil partnership
2. Own or rent the property you live in
3. Be employed or unemployed
4. Be of any religious background or sexual orientation

### **Preparation Groups**

Enquirers will be required to attend preparation groups before making a formal application. The purpose of these groups is to provide the opportunity to learn more about fostering, and the children who require to be in a foster placement.

If preparation groups are not available other means will be considered to provide and share information with enquirers.

### **Local Authority, Health and Police Checks**

All applicants will be subject to stringent local authority, health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.

**Renfrewshire Council  
Adoption Criteria**

**Age**

All applicants must be over 21 years of age.

**Status**

Applications will be considered from couples or single applicants irrespective of their sexuality.

A couple may be the same sex or unmarried. Same sex couples are not required to be in a Civil Partnership.

Joint applicants must be in an enduring family relationship.

**Preparation Groups**

Enquirers will be required to attend preparation groups, if groups are available, prior to making a formal application. The purpose of these groups is to provide enquiries with the opportunity to learn more about the children available for adoption, their backgrounds and the genetic factors adopters may have to consider when parenting adopted children.

If preparation groups are not available other means will be considered to provide and share information with enquiries.

**Infertility**

Prospective adopters should have completed infertility investigations at least 6 months prior to application.

**Local Authority Health and Police Checks**

All applicants will be subject to stringent local authority health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.



**RENFREWSHIRE COUNCIL**

**FOSTERING AND ADOPTION PANEL**

**CONSTITUTION**  
**January 2021**



**1. Title**

The Panel shall be known as the Fostering and Adoption Panel.

**2. Remit**

The Panel is generic and will deal with both fostering and adoption. Whilst both may be dealt with within the same sitting of the Panel the business will be clearly defined, and separate minutes produced.

**3. Composition**

The panel shall consist of no less than six persons, including at least one man and at least one woman, representing the local community it serves. The Panel shall include a qualified Medical Practitioner, preferably a Paediatrician, who will act as a Medical Adviser; and a Solicitor or Advocate who will act as Legal Adviser. Other members should, where possible, include a permanent foster carer or adopter, a current or previous child care manager from Children's Services, an education officer such as a head teacher, a psychologist, an independent representative from a relevant child care agency and a manager of the fostering and adoption team who will act as Panel adviser and who will be a non-voting member.

**4. Chair**

The panel shall be chaired by a senior manager from Children's Services, or an identified independent chairperson.

**5. Term of Office**

Apart from the Medical and Legal Advisers and the managers of the Fostering and Adoption team, panel members shall serve for a period of three years with an option of renewing for a period of a further three years thereafter. The need to ensure continuity and stability is balanced against the need to safeguard against complacency and to provide fresh perspectives. However, if natural wastage does not provide sufficient turnover of membership the membership of the panel will be reviewed in consultation with the Chief Social Work Officer.

**6. Duties of Panel Members**

Panel members shall be expected to read all reports in advance of panel meetings and prepare questions they wish to have answered, with an indication of the information / evidence which would address this question.

Panel members are expected to give a clear view of their recommendation.

Panel members shall have a duty of confidentiality and security of all panel papers sent to them.

Panel members are required to produce an enhanced Disclosure check prior to their initial term of office, and any subsequent period in office.

Panel members will be expected to attend at least 50% of panel meetings in any one calendar year and to participate in training provided to assist them in carrying out their duties.

Panel members will be expected to attend the annual business meeting where issues arising over the previous period will be discussed along with submission of an annual report to the Chief Social Work Officer.

Where the adoption agency is of the opinion that any member of the adoption and fostering panel is unsuitable or unable to remain as a member, it may terminate membership at any time by giving notice in writing with reasons.

## **7. Frequency of Meetings**

The Panel should meet at least once monthly. If necessary extra meetings may be convened as required. At least once per annum the panel shall hold a business meeting to review performance and debate general issues. An annual report will be provided for the Chief Social Work Officer and the appropriate Council Policy Board.

## **8. Reports**

All reports must be sent electronically to panel members at least five working days before the meeting date. All reports must be treated confidentially.

Reports on children or young people where permanence is being considered will be presented to the panel, providing the information required by statutory regulations. A photograph of the child may also be made available to the panel. Reports on applicants will also be presented, providing the information required by statutory regulations. A 'Linking Report' will accompany these reports together with the original minute approving the applicants when a proposed placement is to be considered.

## **9. Decision Making**

Every effort will be made to reach a consensus on all recommendations. In the case of unresolved differences of view a decision on the recommendation may be reached by vote. The medical adviser, legal adviser and panel adviser will not have a vote. In the event of there not being a majority vote the chair will have a casting vote. The recommendation will then be passed to the Agency Decision Maker who has four options:

- a) To accept the recommendation
- b) To reject the recommendation
- c) To vary the recommendation
- d) To defer a decision for further work to be undertaken

## 10. Feedback

A questionnaire will be issued to all those who attend the Panel. Feedback from questionnaires will be reported to the Annual Business meeting.

### Fostering Panel

Where the panel sits as a fostering panel, the following conditions will apply; -

#### 1. Quorum

In relation to fostering a quorum shall consist of three people, excluding the legal, medical and panel advisors

Where the panel is considering a permanence order for a child, it is recommended that a legal adviser be present at the meeting where the recommendation is made, or that written legal advice is provided to the fostering panel.

#### 2. Purpose

The purpose of the panel is to carry out the functions set out in the Looked after Children (Scotland) Regulations 2009.

The fostering panel must make recommendations on the following matters: –

- (a) whether a prospective foster carer is suitable to be a foster carer;
- (b) whether a foster carer continues to be suitable to be a foster carer. Such reviews should be carried out at a frequency no less than that provided for in the Looked After Children (Scotland) Regulations 2009  
On such a review of the approval of the foster carer the local authority may –
  - (i) vary the terms of the approval;
  - (ii) terminate the approval; or
  - (iii) confirm the decision to approve a person as a foster carer
- (c) whether a prospective foster carer would be a suitable foster carer for
  - (i) a particular child or children
  - (ii) any child
- (d) the maximum number of children a particular foster carer may have in their care at any one time
- (e) whether an application for a permanence order should be made in respect of a particular child
- (f) whether a particular child should be linked with a particular foster carer or carers for the purposes of permanent fostering
- (g) whether a particular person is suitable to be a supported carer;

- (h) whether a particular person is suitable to be a supported carer for a particular young person or persons;
- (i) any other matter on which it is asked to give a recommendation

In carrying out its functions the fostering panel must have regard to—

- (a) the duties imposed on the local authority by section 17(1) of the Children (Scotland) Act 1995;
- (b) all the information and reports passed to it.

### 3. Attendance

- (a) Where applicants are being considered as foster carers or supported carers, or where the registration of existing foster carers or supported carers is being reviewed, their Social Worker will present their applications. The applicants will be invited to the latter part of the discussion to provide clarification, answer questions and give their views of the process. An opportunity for applicants to ask questions will also be provided. The Social Worker and the applicants may then be asked to leave the room while panel members discuss the application.
- (b) Where a permanence order for a child is being considered, the presenting Social Worker for the child shall attend the Panel to present the case for permanence. When it is proposed that a child be linked with particular foster carers, for the purposes of permanent fostering, the Social Worker for the foster carers will also attend the discussion. The foster carers will be invited to the latter part of the discussion to provide clarification, answer members' questions and give their view of the process. An opportunity for the foster carers to ask questions will also be provided. Social Workers and the foster carers may then be asked to leave the room while panel members discuss the application.
- (c) Where the panel is considering de-registering foster carers, the foster carers will receive a copy of the social worker's written report at least two weeks before the hearing. They will have the opportunity to provide their own written submissions, which should be received by the panel chair at least one week before the hearing. The format of the hearing will be agreed beforehand by the chair and panel members. The foster carers will have the opportunity to be present to hear the report of the social worker and will then have the opportunity to present their own case to the panel. The procedure will ensure that all parties have a fair hearing and that the process is seen to be transparent and fair to all parties.
- (d) Children or young people may attend the panel with their social worker if this is considered by the worker and their supervisor to be beneficial to the child / young person.

In such cases the child / young person will join the meeting after the initial discussion between panel members and the social worker and will leave while the panel reaches its decision on the final recommendation.

In other situations, the child / young person may wish to submit their views in writing or by other means for example, meeting with the panel chair and a panel member out with the panel meeting.

- (e) Birth parents may be invited to attend the panel if it is considered as beneficial to the decision-making process. In such cases parents will join the meeting after the initial discussion between panel members and the social worker for the child and leave whilst the panel reaches its decision on the final recommendation. In other situations, the birth parents may wish to submit their views in writing.
- (f) Observers may attend the panel subject to prior agreement with the Panel Chair.

#### 4. Minutes

A minute taker shall be provided to take minutes of the meeting which will be typed and forwarded to the chair within five working days. The chair will return the minutes with any amendments within four working days in order that the agency decision maker can consider the panel recommendations, make a decision and appropriate notification can be sent out within the required time scales. The agency decision maker must make a decision within fourteen days of the panel recommendations

#### 5. Review

Where a local authority makes a decision–

- (a) not to approve a person as a foster carer or supported carer;
- (b) to vary the terms of approval of a foster carer or supported carer; or
- (c) to terminate the approval of a foster carer or supported carer,
- (d) that person may request a review of the decision in terms of the Looked after Children (Scotland) Regulations 2009

- 1) A request for a review must be made within 28 days of receiving the decision of the agency decision maker.
- 2) Where the local authority receive a request for a review, the matter must be referred to a differently constituted panel.
- 3) Where a review is requested, the local authority must provide the differently constituted fostering panel with–
  - (a) a copy of the original decision and reasons made;
  - (b) the information provided to the fostering panel who made the original recommendation;
  - (c) any further representations received by the local authority from the foster carer, supported carer, prospective foster carer or prospective supported carer; and
  - (d) any other relevant information.
- 4) The fostering panel shall consider the case referred to it and make a fresh recommendation to the local authority.
- 5) In making a recommendation, the panel may recommend that the local authority–
  - (a) vary the terms of the approval;
  - (b) terminate the approval; or
  - (c) approve a person as a foster carer.
  - (d) approve a person as a supported carer

## Adoption Panel

Where the panel sits as an adoption panel, the following conditions shall apply

### 1. Quorum

When the panel is sitting as an adoption panel, a quorum shall consist of no less than three persons, excluding the medical, legal and panel advisers.

Where the panel is considering the adoption of a child the panel must obtain a written assessment of the child's health from the doctor who carried out a medical examination of the child.

Where the panel is considering the adoption of a child, there must be a legal adviser present at the panel when the recommendation is made; or written legal advice has been provided to the panel by the legal adviser.

### 2. Functions

The purpose of the Panel is to carry out the functions set out in the Adoption Agencies (Scotland) Regulations 2009. The panel should ensure that the quality of assessment in relation to the case of every child being considered and the case of every prospective adopter being **considered** is of the highest quality.

- 1) The adoption panel must consider–
  - (a) the case of every child
  - (b) every proposed placement; and
  - (c) the case of every prospective adopter, referred to it by the adoption agency
- 2) The adoption panel must make recommendations on the following matters:–
  - (a) whether adoption is in the best interests of the child;
  - (b) whether an application for a permanence order granting authority for the child to be adopted should be made
  - (c) whether a prospective adopter is suitable or continues to be suitable to be an adoptive parent
  - (d) whether a prospective adopter would be a suitable adoptive parent for a particular child;
  - (e) whether adoption allowances or other financial assistance should be made available to adopters;
  - (f) the circumstances of all children in respect of whom a permanence order with authority to adopt has been granted, but who have not been placed for adoption within 6 months from the making of the order;
  - (g) The review of approved adoptive carers who have not had a child placed with them 24 months after approval; and
  - (h) any other matter referred to the adoption panel which is relevant to the adoption agency's functions under the Adoption and Children (Scotland) Act 2007.
- 3) Where an adoption panel recommends that adoption is in the best interests of the child it must consider the alternatives to adoption and provide a written report on this.

- 4) Where an adoption panel makes a recommendation that there should be continued contact between the child and the child's parent or parents, it must provide a written report of the reasons why continued contact is in the best interests of the child.
- 5) Before making a recommendation whether a prospective adopter would be a suitable adoptive parent for a particular child, the adoption panel must—
  - (a) at the meeting of the panel at which the recommendation is to be made, be satisfied that adoption is in the best interests of the child; or
  - (b) be satisfied that an adoption agency decision has been made that adoption is in the best interests of the child; and
  - (c) in either case—
    - (i) at the meeting of the panel at which the recommendation is to be made, make a recommendation that the prospective adopter is suitable to be an adoptive parent; or
    - (ii) be satisfied that an adoption agency decision has been made that the prospective adopter is suitable to be an adoptive parent
- 6) In carrying out its functions the adoption panel must have regard to—
  - (a) the duties imposed on the adoption agency by section 14 of the Adoption and Children (Scotland) Act 2007;
  - (b) all the information and reports passed to it;
  - (c) any other information which may be provided to it on request; and
  - (d) where appropriate, any legal advice in relation to each case.

### 3. Attendance at Panels

- 1) Where applicants are being considered as adopters; or their approval as adopters is being reviewed where no placement has been made within 24 months of being approved, their Social Worker will present their applications. The applicants will be invited to the latter part of the discussion to provide clarification, answer questions and give their views of the process. An opportunity for applicants to ask questions will also be provided. The Social Worker and the applicants may then be asked to leave the room while panel members discuss the application.
- 2) Where adoption for a child is being considered, the presenting Social Worker for the child will attend the Panel to present the case for permanence. When a proposed adoptive placement is being considered, the Social Worker for the prospective adopter (s) will also attend the discussion. The prospective adopter(s) will be invited to the latter part of the discussion to provide clarification, answer members' questions and give their view of the process. An opportunity for the prospective adopters to ask questions will also be provided. Social Workers and the prospective adopters may then be asked to leave the room while panel members discuss the application.
- 3) Children or young people may attend the panel with their social worker if this is considered by the worker and their supervisor to be beneficial to the child / young person.

In such cases the child / young person will join the meeting after the initial discussion between panel members and the social worker and will leave while the panel reaches its decision on the final recommendation.

In other situations, the child / young person may wish to submit their views in writing or by other means for example, meeting with the panel chair and a panel member out with the panel meeting.

- 4) Birth parents may be invited to attend the panel if it is considered as beneficial to the decision-making progress. In such cases parents will join the meeting after the initial discussion between panel members and the social worker for the child and leave whilst the panel reaches its decision on the final recommendation. In other situations, the birth parents may wish to submit their views in writing.
- 5) Observers may attend the panel subject to prior agreement with the Panel Chair.

#### 4. Minutes

A Minute taker shall be provided to take minutes of the meeting which will be typed and forwarded to the chair within five working days. The chair will return the minutes with any amendments within four working days in order that the agency decision maker can consider the panel recommendations, make a decision and appropriate notifications can be sent out within the required time scales. The Agency Decision maker must make a decision within fourteen days of the panel recommendation; and must give notification of that decision within seven days to the individuals specified in the Adoption Agencies (Scotland) Regulations 2009,

#### 5. Review

- 1) Where a prospective adopter has, within 28 days of receiving the decision from the Agency Decision maker, requested a review of the decision, the matter must be referred to the adoption panel for a recommendation.
- 2) The referral must be made to a differently constituted adoption panel
- 3) Where a referral for a review is made the adoption panel must be provided with-
  - (a) a copy of the original decision and reasons for it
  - (b) the report provided to the adoption panel who made the initial recommendation;
  - (c) any representations received by the adoption agency from the prospective adopter; and
  - (d) any other relevant information.
- 4) The adoption panel must consider the case referred to it and make a fresh recommendation to the adoption agency as to whether the prospective adopter is suitable to be an adoptive parent.
- 5) The adoption agency must—
  - (a) make a decision (the “reviewed decision”) within 14 days of the date the fresh recommendation was made; and



- (b) notify the prospective adopter of its reviewed decision within 7 days of making the reviewed decision
- 6) Where the reviewed decision is that the prospective adopter is not suitable to be an adoptive parent the notification must–
- (a) state the reasons for the reviewed decision; and
  - (b) where the adoption panel's fresh recommendation was that the prospective adopter was suitable to be an adoptive parent, include a copy of the adoption panel's fresh recommendation.
- 7) For the avoidance of doubt, a review panel may be a panel from another local authority






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

**On: 21 January 2021**

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

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**Heading: Renfrewshire's Promise: Our plan for the implementation of "The Promise" to Scotland's children**

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## **1. Summary**

- 1.1 In October 2016, following extensive lobbying by care experienced people and the organisations which advocate for them, Scotland's First Minister announced an independent, root and branch review of Scotland's care system. The independent Care Review began its work in February 2017 and looked at the underpinning legislation, practices, culture and ethos of the Care System. It was agreed that the Care Review would take up to three years to conclude.
  - 1.2 The Independent care review was published on the 5<sup>th</sup> February 2020 and makes significant recommendations about the future of Scotland's Care system and the changes required to improve this. In addition to listening to care experienced people, the care review listened to the paid and unpaid workforce who deliver Children's Social Care in Scotland. In total the review engaged with over 5500 people. Over half of these were children, young people and adults with experience of the "care system".
  - 1.3 The published findings of the review centred on '*the promise*' narrating a vision for Scotland, built on five foundations of voice, family, care, people and scaffolding. Making the promise that all children in Scotland will grow up 'loved, safe and respected'.
  - 1.4 Since the publication of the review in February work has been undertaken to progress the commitment to the promise and this report will update members on the national work and the local perspective here in Renfrewshire. Elected members considered and approved a motion at Council on 4 September 2020 which was carried unanimously to support the development of a delivery plan for how Renfrewshire will deliver The Promise and that the involvement of the Champions Board should be central to this plan.
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## **2. Recommendations**

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

[a] note the working being undertaken to develop Renfrewshire's response to "The Promise" and our commitment to developing our own Promise Plan.

[b] note that a further report will be brought back to Board which will update members on implications for policy and practice in Renfrewshire.

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## **3. Background**

- 3.1 The independent Care Review was established as an independent root and branch review of the care system, covering legislation, practice, culture and ethos. It gathered evidence from a wide range of sources, with the voices of around care experienced people central to the evidence gathering. The findings of the review were published on 5 February 2020.
- 3.2 The key findings are framed around five "foundations" – voice, family, care, people and scaffolding. These refer to the key principles about the child's voice in decision making, the importance of families in caring, the services which form the 'care system, the workforce and the legislative and policy guidance which governs the system.
- 3.3 Following publication, it was recognised that delivery of the key findings and the recommendations contained within review reports " would be undertaken over a ten year period, with an accompanying programme of legislation this will be intended to simplify the current landscape but is also expected to introduce new duties for corporate parents.
- 3.4 In the months following publication, a national team was established to deliver on the Promise Plan and began work in July 2020. <https://thepromise.scot/>.
- 3.5 It is responsible for translating the findings of the Care Review into The Plan for change and driving the change needed to implement The Plan at pace. The Plan will be phased across ten years from 2020-2030, with the initial phase focused on the urgent and immediate changes during years 2-4. These are the things that will have the greatest impact on the lives of children and young people and their families.
- 3.6 The Promise team will facilitate and support change, wherever that change needs to happen to make sure The Plan is honoured and embedded in Scotland. Above all, The Promise team will be accountable to the those with lived experience of Scotland's system of care and will keep listening and reflecting, modelling the approach which all of Scotland's services should embed as 'business as usual'.
- 3.7 The Promise team published a report in October 2020 which outlines how it will take forward it's work <https://thepromise.scot/assets/UPLOADS/DOCUMENTS/2020/10/KeepThePromise-Oct-2020.pdf> . They are currently in the process of establishing an Oversight Board the majority of its members will have lived experience of the

care system. The Promise Team will also begin to engage with stakeholder organisations to progress the key finding of the Independent Care Review.

- 3.8 In Renfrewshire, we have established a Promise working group which includes all key strategic partners, frontline staff and care experienced people. We will work together to develop a plan for how we shape services here in Renfrewshire to deliver on the recommendations of the Independent Care Review and fulfil our promise to the children on Renfrewshire.
- 3.9 In March, shortly after the publication of the Independent Care Review findings we invited Thomas Carlton a member of the ICR and now employed as Implementation and Participation Lead with the Promise team to be one of the keynote speakers at the bi-annual conference of the Renfrewshire Child Protection Committee.
- 3.10 Recent developments in the Council's Children's Service align with the approaches set out by the review. The new children's house which opened in 2019 is designed to prevent admissions to secure care by offering intensive support. The service has explored the possibility of a Family Group Decision Making model and is considering how best to strengthen our approach to nearly intervention and family support.
- 3.11 We have also been working in partnership with the Dartington Service Design Lab since 2019 to develop a quality assurance framework for care experienced young people in Renfrewshire. The work is based on the value of relationships and ensured young people are involved in the research and development of the framework with the overarching aim being to improve communication opportunities and standards of care for young people who are care experienced. The project team have completed their research and are now focussed on developing new tools, processes and methods with young people being involved in creative workshops to help meaningfully input into the quality assurance framework. The quality assurance framework should be produced by March 2021.
- 3.12 Work is being progressed in partnership with the Children's Champions Board to develop a draft Sisters and Brothers policy. This work will be presented to a future meeting of this Policy Board.
- 3.13 The working group responsible for development of a Renfrewshire Promise Plan will report to the Renfrewshire Children's Services Partnership and in-line with the Council motion the plan will be developed in partnership with the Champions Board and a further report with a detailed action plan will be brought to a future meeting of this Board.

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## Implications of this report

### 1. Financial

It is likely that there will be financial implications as services undergo a redesign process to address the issues identified in The Promise. It isn't yet clear what the financial implications will be.

### 2. HR and Organisational Development

As the plan for the delivery of The Promise becomes clearer the implications for staff and organisational development will become clearer.

### **3. Community/Council Planning**

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

### **4. Legal**

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

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

None.

### **6. Information Technology**

None.

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

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.

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**List of Background Papers**

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**Children's Services**  
*MMcC/KO/JT*  
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