

Notice of Meeting and Agenda Education Policy Board

Date	Time	Venue
Thursday, 15 January 2015	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Legal & Democratic Services

Board Membership

Reverend Graeme Clark: Mr Iain Keith: Mr Jack NellaneyCouncillor Maria Brown: Councillor Bill Brown: Councillor Lorraine Cameron: Councillor Roy Glen: Councillor Paul Mack: Councillor Mark Macmillan: Councillor Iain McMillan: Councillor Alexander Murrin: Councillor Allan Noon: Councillor Bill Perrie: Councillor Jim Sharkey: Councillor Maureen Sharkey: Councillor Tommy Williams

Councillor Jacqueline Henry (Convener): Councillor Stuart Clark (Depute Convener)

Information

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

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at www.renfrewshire.gov.uk/agendas.

For further information, contact democratic-services@renfrewshire.gov.uk.

Apologies

Apologies received from members of the Board.

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.

Items of business

During consideration of the following items of business, the meeting will be open to the press and public.

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Report by the Director of Education & Leisure



To: Education Policy Board

On: 15 January 2015

Report by: Director of Finance and Corporate Services and Director of Education and Leisure Services

Heading: Revenue Budget Monitoring to 7 November 2014

1. **Summary**

- 1.1 Gross expenditure is £39,000 (0.0%) over budget and income is £39,000 (2.2%) over recovered resulting in a **net breakeven** for the service reporting to this Policy Board. This is summarised over the relevant services in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Education Services	Breakeven	-	Breakeven	-

2. **Recommendations**

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to note there have been net budget realignments of (£4,826) processed since the last report related to transfers to the corporate landlord and Holiday Pay arrears.
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3. Education Services

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

3.1	Central Admin:	
	Current position:	Net overspend £77,000
	<i>Previously reported:</i>	<i>Net overspend £47,000</i>

The main reasons for the overspend in this service area include additional staffing costs, disclosure and SEEMIS subscription costs, and the net cost of hosting the Mission Discovery project. This is expected to continue to the year end, and will be met from underspends in other service areas.

3.2	Additional Support for Learning:	
	Current position:	Net overspend £164,000
	<i>Previously reported:</i>	<i>Net overspend £84,000</i>

The main reasons for the overspend include transport costs due to increased cost and distances travelled, and additional posts to meet service demands. This is expected to continue to the year end, and will be met from underspends in other service areas.

3.3	Primary Schools:	
	Current position:	Net overspend £30,000
	<i>Previously reported:</i>	<i>Net underspend £17,000</i>

The overspend relates to staffing costs within the central cover budget and is partly offset by an underspend in SPT transport costs. This is expected to continue to the year end, and will be offset by underspends in other service areas.

3.4	Secondary Schools:	
	Current position:	Net underspend £282,000
	<i>Previously reported:</i>	<i>Net underspend £88,000</i>

Underspends in transport costs and teachers' salaries are partly offset by an overspend in SQA presentations, which is expected to continue to the year end.

3.5	Special Schools:	
	Current position:	Net overspend £73,000
	Previously reported:	Net overspend £20,000

The overspend relates to staffing costs within the central cover budget and is expected to continue to the year end. It will be offset by underspends in other service areas.

3.7	Facilities Management:	
	Current position:	Net underspend £62,000
	Previously reported:	Net underspend £46,000

The underspend relates to a reduction in various property costs and contractors. This is expected to continue to the year end and will offset overspends in other service areas

3.8 **Projected Year End Position**

It is anticipated at this stage that Education Services will achieve a break-even year-end position subject to any unforeseen demand pressures emerging over the rest of the year.

Implications of the Report

1. **Financial** – Net revenue expenditure will be contained within available resources.
2. **HR & Organisational Development** – none
3. **Community Planning** – none
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** - none.
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact

of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

- 8. **Health & Safety** – none
- 9. **Procurement** – none
- 10. **Risk** – none
- 11. **Privacy Impact** - none

List of Background Papers

None

Author: David Forbes, Extension 6424

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2014/2014
1st April 2014 to 07 November 2014

POLICY BOARD : EDUCATION : EDUCATION SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	98,641	55,344	55,400	0	55,400	(56)	-0.1%	overspend
Property Costs	8,228	6,434	6,395	0	6,395	39	0.6%	underspend
Supplies & Services	2,003	1,472	1,506	0	1,506	(34)	-2.3%	overspend
Contractors and Others	3,187	1,606	1,534	0	1,534	72	4.5%	underspend
Transport & Plant Costs	4,843	2,279	2,303	0	2,303	(24)	-1.1%	overspend
Administration Costs	21,211	400	384	0	384	16	4.0%	underspend
Payments to Other Bodies	23,235	12,571	12,623	0	12,623	(52)	-0.4%	overspend
CFCR	4,855	27	27	0	27	0	0.0%	breakeven
Capital Charges	15,038	0	0	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	181,241	80,133	80,172	0	80,172	(39)	0.0%	overspend
Income	(14,048)	(1,792)	(1,810)	(21)	(1,831)	39	2.2%	over-recovery
NET EXPENDITURE	167,193	78,341	78,362	(21)	78,341	0	0.0%	breakeven

	£000's	
Bottom Line Position to 07 November 2014 is breakeven of	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven of	<u>0</u>	<u>0.0%</u>

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2014/2014
1st April 2014 to 07 November 2014

POLICY BOARD : EDUCATION : EDUCATION SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
						£000's	%	
Central Administration	902	1,030	1,107	0	1,107	(77)	-7.5%	overspend
Pre-Five Service	15,746	6,986	6,986	0	6,986	0	0.0%	breakeven
Primary Schools	54,719	23,887	23,799	118	23,917	(30)	-0.1%	overspend
Secondary Schools	74,006	36,093	35,996	(185)	35,811	282	0.8%	underspend
Special Schools	7,699	3,544	3,595	22	3,617	(73)	-2.1%	overspend
Schools Support Services	0	0	0	0	0	0	0.0%	breakeven
SPS	0	0	0	0	0	0	0.0%	breakeven
Community Learning & Dev	1,425	684	684	0	684	0	0.0%	breakeven
Healthy Lifestyles	909	427	403	24	427	0	0.0%	breakeven
Add Support for Learning (ASL)	9,695	4,608	4,772	0	4,772	(164)	-3.6%	overspend
Facilities Management	359	116	54	0	54	62	53.4%	underspend
Educational Development	1,051	599	599	0	599	0	0.0%	breakeven
Psychological Services	682	367	367	0	367	0	0.0%	breakeven
NET EXPENDITURE	167,193	78,341	78,362	(21)	78,341	0	0.0%	breakeven

	£000's	
Bottom Line Position to 07 November 2014 is breakeven of	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven of	<u>0</u>	<u>0.0%</u>



To: EDUCATION POLICY BOARD

On: 15 JANUARY 2015

Report by: Director of Finance and Corporate Services

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 7th November totals £3.634m compared to anticipated expenditure of £4.145m for this time of year. This results in an under-spend position of £0.511m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Education Services	£0.511m u/spend	12% u/spend	£0.002m o/spend	0% o/spend
Total	£0.511m u/spend	12% u/spend	£0.002m o/spend	0% o/spend

- 1.2 The 12% under-spend in Education Services is primarily due to St James Primary School and reflects a timing issue, with the programme still expected to fully spend. Phase 1 of the project is now complete and Phase 2 is expected to complete in Spring 2015.

- 1.3 The expenditure total of £3.634m represents 41% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Corporate Services in conjunction with the Chief Executive and the Director of Education & Leisure Services.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 7th November 2014, and is based on the Capital Investment Programme which was approved by members on 13th February 2014, and adjusted for movements since its approval.
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4. **Budget Changes**

- 4.1 Since the last report budget changes totalling £4.086m have arisen which are the result of re-profiling from 2014/15 to 2015/16 :-
- St James Primary School (£1.075m), reflecting Phase 2 works which are to complete in Spring 2015.
 - Early Years & Primary Schools Estate Investment Programme (£1.284m), reflecting the expected delivery timescales of the programme.
 - New Linwood School (£1.727m), reflecting the expected expenditure profile. Works have commenced on site and the project remains in line with the expected delivery programme.

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –
Greener - Capital investment will make property assets more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.

List of Background Papers

- (a). Capital Investment Programme 2014/15 & 2015/16 – Council, 13th February 2014.

The contact officers within the service are:

- Claire Crosby (Finance & Corporate Services)
- Alison Fraser (Education & Leisure)

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Appendix 1

CAPITAL PROGRAMME 2014/15 - BUDGET MONITORING REPORT TO 7 NOVEMBER 2014 (£000s)

POLICY BOARD Department	Council Approved Programme	Current Programme	Share of Available Resources	Year to Date Budget to 7-Nov-14	Spent to 7-Nov-14	Variance to 7-Nov-14	% variance	Unspent Cash Flow For Year	% Cash Spent
Education									
Education & Leisure Services (Education	8,158	8,761	8,761	4,145	3,634	511	12%	5,128	41%
TOTAL	8,158	8,761	8,761	4,145	3,634	511	12%	5,128	41%



To: **Education Policy Board**

On: **15 January 2015**

Report by: **Director of Education and Leisure Services**

Heading: **Education Scotland Inspection of Arkleston Primary School, Renfrew**

1. Summary

- 1.1. Arkleston Primary School in Renfrew was inspected by Education Scotland, in October 2014, as part of a national sample of primary education. The letter to parents and quality indicator evaluations, published by Education Scotland on 16 December 2014 are attached as appendices to this report. The letter to parents is also available from the director of education and leisure services or from the Education Scotland website www.educationscotland.gov.uk
- 1.2. The purpose of the school inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on five quality indicators which were: improvements in performance; the quality of learners' experiences; meeting learning needs; the curriculum; and improvement through self-evaluation.
- 1.3. This was a positive inspection by Education Scotland and the letter to parents identified four key strengths of the school. These were:
 - well-motivated children who are engaged in their learning;
 - children's achievements in a wide range of activities;
 - motivated staff who are working with senior managers to continue to improve the school; and
 - the strong leadership of the headteacher in managing change.
- 1.4. The report identified four areas for further improvement. These were to:
 - continue to develop the curriculum, ensuring depth and challenge in children's learning;
 - build on the self-evaluation approaches to ensure continuous improvement in children's learning;
 - ensure that children's learning needs are met in all classes; and
 - continue to develop approaches to assessing and tracking children's progress.

- 1.5. Education Scotland was confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, it will make no further visits in connection with this inspection.
 - 1.6. Education and leisure services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by quarterly monitoring visits by the link education officer. Within two years of the publication of the report education and leisure services will inform parents of the progress made by the school in addressing the main points for action.
-

2. Recommendations

- 2.1. Members of the education policy board are asked to note the key strengths and the areas for improvement in the Education Scotland report on Arkleston Primary School.
-

3. Background

- 3.1. Education Scotland reports are circulated to the local elected members, staff, parent council members and are made available on-line to the wider parent body. Copies are also sent to local and central libraries.
 - 3.2. The report includes four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by education and leisure services staff.
 - 3.3. Progress on the action plan will be monitored by education and leisure services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.
 - 3.4. Education and leisure services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire schools. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.
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Implications of this report

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

3. Community Plan/Council Plan Implications

Children and Young People	- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
Community Care, Health and Well-being	- By providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The school and nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.
Empowering our Communities	- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
Greener	- Participation in the eco-schools programme encourages young people to become environmentally aware.
Jobs and the Economy	- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

4. Legal Implications

Standards in Scotland's Schools etc Act 2000.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

(a) None.

Education and Leisure Services

TMcE/AK

3 December 2014

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16 December 2014

Dear Parent/Carer

**Arkleston Primary School
Renfrewshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including developing staff leadership at all levels, revised procedures for planning learning, and celebrating achievement across the school. As a result, we were able to find out how good the school is at improving children's education. Prior to the headteacher taking up post, there have been several changes to the leadership of the school, including acting headteacher arrangements.

How well do children learn and achieve?

Overall, children learn and achieve well at Arkleston Primary School. They are polite, respectful and supportive of each other in classes and around the school. Children welcome visitors to their school, and this was most evident at the open afternoon for parents where children shared their learning experiences. Staff have worked hard to provide ways for children to learn through practical activities. This is helping children to learn in more meaningful ways. Teachers should build on this good start and continue to find ways to develop children's skills in analysing, evaluating and problem-solving. Almost all teachers share with children what they want them to learn. The school is working on improving children's awareness of their skills, progress and next steps as learners. More specific feedback will assist children in making more effective progress in their learning. The recently introduced electronic behaviour recording system in P5-7 is recognising and rewarding children who work well together. The school should continue to focus on ensuring that children's learning experiences are of a consistently high standard in all classes. Children play an active part in school life and feel that their views are listened to by staff through their positions of responsibility as house captains, buddies, members of the Eco Committee and Rights Respecting School. Across the school, celebration of achievement is strong. Children's achievements are recognised and praised, for example through *Arky Stars*. They are actively involved and achieve success in a range of sporting, cultural, and community events. For example, they support Renfrew Care Home as part of their enterprise work to develop inter-generational links. The school should further embed the recently introduced language of character

strengths so that children can identify and recognise the skills and attributes they gain from taking part in the wide range of activities available in and out of school. Most children are making satisfactory progress in mathematics and numeracy and good progress in English and literacy. Recent changes to the teaching of reading and writing are helping to improve the way children learn in these areas. Teachers now have a stronger focus on the direct teaching of specific writing skills and give children clearer guidance about how to improve their work. Whilst these initiatives are still in the early stages, they are leading to signs of improvement to children's attainment. Across the school, there is further scope to develop children's skills of analysis and evaluation in reading. At the early stages, children are confidently using information and communications technology to reinforce their knowledge of number sequences to ten. By P7, children can use appropriate mathematical formulae to find the area of simple two-dimensional shapes and are able to solve equivalent fractions. Further opportunities to apply their numeracy skills in real-life contexts and to solve mathematical problems will ensure children learn how to use a wide range of strategies when solving problems. Children across the school are able to demonstrate and discuss the progress they are making in relation to most aspects of health and wellbeing, for example in the work towards becoming a Rights Respecting School.

How well does the school support children to develop and learn?

Staff provide a positive climate which builds children's self-esteem. Relationships between teachers and children are respectful. Children also support each other well and there is a positive ethos in the school. This is particularly noticeable in the way older children work with younger children through buddying and play leaders. In a few lessons, children enjoy well-paced and appropriately challenging activities. Teachers prepare well for lessons and there is now scope to develop learning tasks and activities to better match children's needs. A brisker pace in lessons will help to create more challenge for all children. The school should build on examples of good practice such as the positive early signs of increased pace of learning at the early level. The school recognises that it needs to improve the ways it supports children requiring additional support to ensure they make the required progress. This will be supported by the recently introduced involvement of teachers in setting and reviewing targets for children with additional support needs.

Across the school, staff are now taking more account of Curriculum for Excellence guidance to improve the range and quality of programmes and learning approaches. They are working well with colleagues in their cluster schools to develop the curriculum and share standards, particularly in literacy. As a result, children have improving opportunities to learn actively and influence what they are learning about in their topic work, for example, learning about natural disasters in P7. The school provides children with a broad curriculum and now needs to ensure that children's learning is also deep and challenging. The headteacher recognises the need to improve curriculum progression to ensure that children's learning builds more effectively on their prior knowledge. The school should continue with its plan to increase the pace of its improvements.

How well does the school improve the quality of its work?

Parents are regularly consulted through the Parent Council and at school events, and their comments are used to improve the school. The headteacher displays strong leadership and has the respect of the school community. She has established an agenda for continuous improvement and has developed systems to monitor the work of the school. The headteacher is leading staff in using information from self-evaluation activities to improve learning, teaching and outcomes for children. The school needs to gather more robust data about children's performance over time and continue to focus on the tracking of pupil progress so that staff know if standards of attainment are improving. The school has correctly identified where improvements are necessary and has developed a clear plan to ensure these improvements are made. The headteacher has managed change very effectively involving staff, children, parents and partners in creating a shared vision for Arkleston Primary. Teachers are beginning to reflect on their own practice and are committed to working together to help ensure consistently high-quality learning across the school and to enable children to make more effective progress.

This inspection found the following key strengths:

- Well-motivated children who are engaged in their learning.
- Children's achievements in a wide range of activities.
- Motivated staff who are working with senior managers to continue to improve the school.
- The strong leadership of the headteacher in managing change.

We discussed with staff and Renfrewshire Council how they might continue to improve the school. This is what we agreed with them.

- Continue to develop the curriculum, ensuring depth and challenge in children's learning.
- Build on the self-evaluation approaches to ensure continuous improvement in children's learning.
- Ensure that children's learning needs are met in all classes.
- Continue to develop approaches to assessing and tracking children's progress.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Renfrewshire Council will inform parents about the school's progress.

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HM Inspector

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Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre*(2)1. Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

The Care Inspectorate publishes quality grades to better inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure our inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are the evaluations for **Arkleston Primary School**

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of work of the pre-school centre

The curriculum	satisfactory
Improvement through self-evaluation	good



To: Education Policy Board

On: 15 January 2015

Report by: Director of Education and Leisure Services

Heading: Education Scotland Inspection of Hillview Nursery, Paisley

1. Summary

- 1.1. Hillview Nursery was inspected by Education Scotland and the Care Inspectorate in October 2014, as part of a national sample of pre-five education. The letter to parents, published by Education Scotland on 25 November 2014, is attached as an appendix to this report. The letter is also available from the director of education and leisure services or from the Education Scotland website www.educationscotland.gov.uk
- 1.2. Hillview Nursery is a partnership nursery with Renfrewshire Council. It provides pre-school education to children aged 0 to 5 years. It is registered for 38 children attending at any one session.
- 1.3. The purpose of the pre-five inspection was to evaluate the quality of education and care. Inspectors assessed the nursery, with a focus on five quality indicators which were: improvements in performance; childrens' experiences; meeting learning needs; the curriculum; and improvements through self-evaluation. The Care Inspectorate also graded the nursery in four areas. The quality of care and support; quality of environment; quality of staffing and quality of management and leadership.
- 1.4. The report from Education Scotland identified three key strengths of the nursery. These were:
 - happy and confident babies, toddlers and young children who enjoy learning;
 - caring staff who provide a supportive and welcoming environment for children and families; and
 - The variety of group work developed to provide a range of support to children and their families.

- 1.5. The report identified four areas for improvement. These are to:
- ensure self-evaluation processes are effective and lead to continuous improvement in children's learning and achievement;
 - increase staff knowledge and use of Curriculum for Excellence to ensure that children make appropriate progress in all areas of their learning;
 - develop further approaches to assessing children's progress to plan for their next steps in learning; and
 - Engage children more regularly in planning and discussing their learning.
- 1.6 Education Scotland are satisfied with the overall quality of provision. They are confident that most of the early learning and childcare setting's self-evaluation processes are leading to improvements. Education Scotland will work with the local authority to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the early learning and childcare setting has improved.
-

2. Recommendations

- 2.1. The education policy board is asked to:
- note the Education Scotland report on the Hillview Nursery, in respect of its key strengths and areas for further improvement.
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3. Background

- 3.1. Education Scotland reports are circulated to the local elected members, staff, parent council members and are made available on-line to the wider parent body. Copies are also sent to local and central libraries.
- 3.2. The report includes four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the nursery and supported by education and leisure services staff.
- 3.3. The action plan will be copied to the nursery staff and will be made available to parents. Progress on the action plan will be monitored by education and leisure services staff on a regular basis.
- 3.4. Education and leisure services welcomes the process of audit, undertaken by Education Scotland, as supportive to continuous improvement in Renfrewshire pre-five establishments. The report will be used by the nursery and the service in the context of supporting and developing the quality of provision.
-

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 standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

Community Care, Health and Well-being

- By providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.

Empowering our Communities

- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

Greener

- Participation in the eco-schools programme encourages young people to become environmentally aware.

Jobs and the Economy

- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

4. Legal Implications

Standards in Scotland's Schools etc Act 2000.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

(a) None.

Education and Leisure Services

TMcE/AK

2 December 2014

Author: Tony McEwan, Education Manager (planning and performance),
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25 November 2014

Dear Parent/Carer

**Hillview Nursery
Paisley**

Recently, as you may know, my colleagues and I visited and inspected your child's early learning and childcare setting. Throughout our visit we talked to parents and children and we worked closely with the manager and staff. We wanted to find out how well children were learning and achieving and how well the early learning and childcare setting supported children to do their best. The manager shared with us the early learning and childcare setting's successes and priorities for improvement. We looked at some particular aspects of the early learning and childcare setting's recent work including building team capacity, health and wellbeing and involving children. As a result, we were able to find out how good the early learning and childcare setting was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that babies, toddlers and young children are happy, confident and very much enjoy learning. Babies and toddlers are sensitively supported by staff to investigate their environment. Babies have fun taking part in sensory activities where they explore natural materials and toddlers enjoy playing in the outdoors and testing their physical skills where they have the freedom to move around. Young children engage well in a range of activities which stimulate their interest. By acting as buddies to other children and through their Eco-Schools Scotland work, they are learning how to take responsibility around the playroom and in the outdoors. Young children offer their ideas and help staff to plan some activities. We have asked staff to build on this, encouraging children to make more decisions about their learning, for example through use of their personal profile. This will help children to understand how different activities contribute to their learning and help them to see and celebrate the progress they are making.

We found that young children are making satisfactory progress in developing their early literacy and numeracy skills. They listen well to stories and speak confidently to adults and each other. A few children use information books to extend their learning about pets. They are becoming aware of letters and many are beginning to recognise their name in print. They explore using different mark-making materials and show awareness and interest in early writing. They now need to be able to explore a wider range of written materials to develop their literacy skills in all areas of the nursery. Young children count and use number in their play. They count out and match the amount of fruit for their plate at snack time. They are learning the language of measurement as they measure themselves and record their growth using measuring tapes. Children now need to develop their numeracy skills through

a wider variety of play contexts. We have asked staff to build on what children already know and can already do to ensure that they make the progress that they are capable of in early literacy and numeracy.

How well does the early learning and childcare setting support children to develop and learn?

Staff interact warmly with all children, praising and encouraging their efforts. Staff working with the babies and toddlers plan an appropriate range of learning experiences using national guidance. Staff working with the young children are responsive to their interests and provide a broad range of stimulating activities and experiences, for example learning French and exploring the local woodland. Staff need to continue to develop the curriculum on offer making use of guidance on Curriculum for Excellence. We have asked staff to improve further the way they observe and record children's play so that it is clearer what progress individual children are making. This will help staff plan more effectively for next steps in children's learning. As babies and toddlers start at the setting or move between rooms they are very well supported individually. There are effective arrangements for young children to make a smooth transition to primary school.

Staff know children and you, the parents and families, well. They work in a very effective way to ensure that your needs as parents are met. They provide a wide range of support and activities for you and your children but also to families in the wider community. You, the parents, told us that this support makes a positive difference to your lives and to the wellbeing of your children. You told us that you value the trusting relationships with staff and the opportunities you have as a result of the family work of the setting.

How well does the early learning and childcare setting improve the quality of its work?

We found that the setting has developed some ways to evaluate the quality of its work. Staff meet regularly to reflect on their work and to discuss ways to improve experiences for children. Staff use national guidance to help evaluate aspects of the work of the setting and to identify priorities for the improvement plan. Occasionally, children help to bring about improvements such as helping to gain awards from Eco-Schools Scotland and developing new 'golden rules' to support positive behaviour in the playroom. Currently, too much of the evidence from self-evaluation is informal. The setting needs to develop more rigorous and systematic ways to identify its strengths and the things it needs to improve on. It needs to involve more fully children, parents and staff and ensure that developments impact on improving children's learning and experiences.

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and seven recommendations.

Our inspection of your early learning and childcare setting found the following key Strengths:

- Happy and confident babies, toddlers and young children who enjoy learning.
- Caring staff who provide a supportive and welcoming environment for children and families.
- The variety of group work developed to provide a range of support to children and their families.

We discussed with staff and the education authority how they might continue to improve the early learning and childcare setting. This is what we agreed with them.

- Ensure self-evaluation processes are effective and lead to continuous improvement in children's learning and achievement.
- Increase staff knowledge and use of Curriculum for Excellence to ensure that children make appropriate progress in all areas of their learning.
- Develop further approaches to assessing children's progress to plan for their next steps in learning.
- Engage children more regularly in planning and discussing their learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that most of the early learning and childcare setting's self-evaluation processes are leading to improvements. Our Area Lead Officer and Lead Officer Early Education will work with the local authority to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the early learning and childcare setting has improved.

Sharon McKenna
Managing Inspector

Lynda O'Connell
Care Inspector

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Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre*(2)1. Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

The Care Inspectorate publishes quality grades to better inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure our inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are the evaluations for **Hillview Nursery**

Improvements in performance	satisfactory
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of work of the pre-school centre

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

Here are the Care Inspectorate's grading for **Hillview Nursery**

Quality of care and support	good
Quality of environment	adequate
Quality of staffing	good
Quality of management and leadership	adequate



To: Education Policy Board

On: 15 January 2015

Report by: Director of Education and Leisure Services

Heading: Implementation of 600 hours of Early Learning and Childcare

1. Summary

- 1.1. The Children and Young People (Scotland) Act (the Act), which received Royal Assent on 27 March 2014, introduces a mandatory number of hours for early learning and childcare of 600 hours for eligible pre-school children per year. This was an increase from the previous 475 hours offered in 2013/14. The provision of 600 hours of early learning and childcare was required to be implemented from August 2014 with a more flexible model of delivery offered and which will enable parents to have an appropriate degree of choice from August 2015.
 - 1.2. This report details the proposed plan for delivering a more flexible model of delivery of early learning and childcare from August 2015.
-

2. Recommendations

- 2.1. The education policy board is asked to note the plan for delivering a more flexible model of delivery of early learning and childcare as specified in section 4 of this report.
-

3. Background

- 3.1. The Children and Young People (Scotland) Act includes various proposals in respect of the provision of early learning and childcare to children from ante pre-school age to primary age including a mandatory number of government funded hours for early learning and childcare. From August 2014 this introduced the offer of up to a maximum 600 hours per year for eligible pre-school children.
- 3.2. An eligible child is defined as:

- Three years of age and over subject to guidance relating to section 34 of the Standards in Scotland's Schools etc Act 2000, as amended;
 - 2 years old and over who is or has been at any time since their second birthday been looked after, subject of a kinship care order or has a parent appointed guardian; and
 - 2 years old and over from households where a parent or carer is in receipt of certain qualifying benefits defined under the Provision of Early Learning and Childcare (Specified Children) (Scotland) Order 2014.
- 3.3. The Act also places a duty on local authorities to consult with parents of children under school age on how early learning and childcare should be made available and for each local authority to publish a plan of intention. Thereafter, consultation must be carried out every 2 years.
- 3.4. The statutory guidance, which was produced by Scottish Ministers under section 34 of the Standards in Scotland's Schools etc Act 2000 and under section 96 (3) of the Children and Young People (Scotland) Act 2014 in relation to Part 6 of the Act on early learning and childcare provides a minimum framework in relation to the method of delivery of early learning and childcare as follows:
- sessions which are no less than 2.5 hours;
 - sessions which are no more than 8 hours a day; and
 - sessions must be over a minimum of 38 weeks a year, or pro rata which need not be confined to term time.
- 3.5. Local authorities must have regard to, and ensure that the method of delivery of early learning and childcare is flexible enough to allow parents an appropriate degree of choice when deciding how to access the services. Scottish Ministers expectation is that a range of models or patterns are implemented to ensure flexibility.
- 3.6. The Council consulted with parents of children under school age who use services in Renfrewshire on the method for delivering early learning and childcare from July 2013 to December 2013. Within the questionnaire parents were asked to provide their views on the future model of delivery for early learning and childcare. From the responses received, the majority indicated a preference for 3 hour 10 minute sessions over 38 weeks (school term). However, three options received returns of over 50% indicating that there is also a need for childcare that is flexible to suit family situations. These options were:
- morning or afternoons with the option of additional time early morning, lunchtime or late afternoon;
 - 2 full days during term time totalling 15hrs 50 minutes; and
 - 2 x 6 hr days for 50 weeks of the year.
- 3.7. In response to the feedback from the consultation the following model of 600 hours of early learning and childcare was approved by the education policy board in January 2014 and is being implemented during this current school session:

- 5 sessions of 3 hours 10 minutes over 38 weeks during the school term; and
 - for nurseries providing a full year service more flexible options of early learning and childcare may be delivered. These could include a 3 hour session over a 40 week period; 2½ hours over 48 weeks; 2 full days or 2½ days totalling a maximum of 15 hours and 50 minutes.
- 3.8. A focus group comprising staff from local authority, approved partner nurseries and trade union representation has continued to meet to monitor and evaluate the 2014/15 delivery model and to plan a more flexible model for 2015/16 onwards.
- 3.9. All early years establishments (council establishments and providers contracted to deliver early learning childcare) were consulted during October 2014 on the current model being implemented. The feedback to date from establishments, the focus group and unison are as follows:
- i) Benefits:
- quality childcare continues to be provided;
 - increased hours has resulted in a reduced costs for parents who pay for additional hours of early learning and childcare;
 - increased hours benefit working parents;
 - longer sessions provide staff with more time to spend with children and increased learning opportunities for children;
 - increased staffing is enabling staff to offer greater support to children with ASN or vulnerable children in planning and in the management of children's profiles; and
 - staggered start/finish times is providing parents with more flexibility.
- ii) Issues:
- children may become tired and hungry due to the increase session length;
 - increase of session time is limiting the time for staff to meet to jointly plan for children, attend CPD and manage displays and children's profiles;
 - children are being collected before the end of a session, this is particularly an issue for the afternoon session; and
 - staff shifts and working patterns can be challenging to manage.
- 3.10. Part of the consultation included a question on the identification of possible solutions. They are as follows:
- increase the length of the working week for nursery staff from 35 hours to 36 or 37 hours;
 - reduce the length of session time and extend length of year, for example, 3 hrs over 40 weeks;
 - additional staff;
 - increase management time in primary schools with nursery classes to provide additional support;
 - discussion with parents regarding the importance of accessing the full session;
 - introduce breakfast time in nursery and review the routine of the day; and

- limit lunchtime places or provide extra support over lunchtimes.
- 3.11. Further work will be undertaken to consider issues raised and to explore possible solutions including those that have been identified. The possible solutions for recruiting additional staff or increasing staff hours would require further discussion and clarification as to how this could be achieved. The proposal for additional hours may require a change to conditions of employment for Renfrewshire Council nursery staff.

4. Proposals for implementing a more flexible model of delivering 600 hours of early learning and childcare

- 4.1. Work is ongoing in relation to planning a model of delivery of early learning and childcare which is flexible enough to allow parents an appropriate degree of choice.
- 4.2. The proposal includes a 'community model' approach which is planned for geographical areas (nursery admissions areas). This model would result in establishments providing a range of patterns for delivering early learning and childcare, with some delivering the more traditional model of term time provision of 3 hours 10 minutes sessional places or full day places of 6 hours 20 minutes per day whilst other establishments may deliver a range of patterns of placements across a calendar year. This approach should ensure flexibility which allows parents an appropriate degree of choice.
- 4.3. Initial work has been undertaken to identify the possible models that could be made available within panel areas. However, further work is required to establish information on the needs of identified families on a local basis and to plan the required staffing resources to achieve the proposed model.
- 4.4. A detailed plan for delivering a range of models of early learning and childcare which is flexible to ensure there is a degree of choice for parents will be reported to the education policy board by May 2015.

Implications of this report

1. Financial Implications

Within previously reported resource allocations.

2. HR and Organisational Development Implications

Where additional staffing will be recruited in line with council policy. There will be staffing implications to deliver the increased entitlement and maintain the existing level of quality services. Additional nursery staff will be required to maintain ratios, allow for curriculum planning and lunchtime provision. The additional hours will also impact on cleaning arrangements and business support in terms of more flexible arrangements.

3. Community Plan/Council Plan Implications

Children and Young People

- Ensuring the best start in life for children and young people.

Community Care, Health and Well-being	- Earlier intervention will lead to healthier outcomes for children.
Empowering our Communities	- Local services will benefit children, young people and members of the community.
Jobs and the Economy	- Flexible early learning and childcare places will strive to support parents into sustainable employment, training or education.
Safer and Stronger	- Services are provided by a highly skilled workforce. People benefit from services that continually improve.
Children and Young People	- Ensuring the best start in life for children and young people.

4. Legal Implications

The council requires to comply with the legislative changes arising from the Act.

5. Property/Assets Implications

There may be a need to modify some local authority buildings to respond to the requirements of the Act.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The recommendations contained within this report have previously 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. Consultation and evaluation will be carried out as part of the implementation to ensure no negative impact on equalities or human rights.

8. Health and Safety Implications

None.

9. Procurement Implications

Where the council obtains services from private and third party service providers within the council area and the proposed changes and increase in hours have been discussed and identified in the report 'Purchase of Early Learning and Childcare Places in Private and Voluntary Nurseries' dated 16 January 2014.

10. Risk Implications

There are no new material risks in relation to the current proposal. However, the service will ensure a full review of risks and opportunities is undertaken when plans for implementing a more flexible model are being developed.

11. Privacy Impact

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

List of Background Papers

- (a) Purchase of Early Learning and Childcare Places in Private and Voluntary Nurseries, education policy board, 16 January 2014.
- (b) Standards in Scotland's Schools Act 2000, as amended.
- (c) Children and Young People (Scotland) Act 2014.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Kathleen McDonagh, Education Officer, kathleen.mcdonagh@renfrewshire.gov.uk

Education and Leisure Services

KMcD/AK/LG/AK/GMcK/LMcA/FD

19 December 2014

Author: Kathleen McDonagh, 0141 618 7196, kathleen.mcdonagh@renfrewshire.gov.uk



To: Education Policy Board

On: 15 January 2015

Report by: Director of Education and Leisure Services

Heading: Early Learning and Childcare for Two Year Old Children

1. Summary

- 1.1 The education policy board at its meeting on 8 May 2014 delegated authority to the director of education and leisure services in consultation with the convener of the education policy board, to progress with plans for adapting and / or extending existing premises to provide places for additional 2 year old children from workless families from August 2014. A further paper was presented to the education policy board on 21 August 2014 which advised of the adaptations to premises to expand the service for 2 year olds and sought approval to increase the number of commissioned places from the private and voluntary sector early learning and childcare providers.
 - 1.2 The Scottish Government revenue funding allocated to Renfrewshire for implementing the additional provision of early learning and childcare for two year old children for 2015 /16 is £1,537,011 (based on 27% of two year olds). The allocation for capital funding for 2015/16 is £1,162,669.
 - 1.3 This report advises of the proposed expansion plans for delivering early learning and childcare places to all two year old children from families eligible for free school meals from August 2015 and requests approval to increase the number of commissioned places from private and voluntary providers contracted to deliver early learning and childcare.
-

2 Recommendations

- 2.1 The education policy board is asked to:
 - i) note the proposed draft plan detailed in paragraph 4.2 of this report for expanding the service to deliver early learning and childcare places for these additional 2 year old children from August 2015. This plan is subject to confirmation of proposed adaptations.

- ii) Delegate the authority to the director of education and leisure services in consultation with the convenor of the education policy board, to progress the draft plan for expanding the service to deliver early learning and childcare places for their additional two year olds as required from August 2015.
 - iii) agree an increase to the number of commissioned early learning and childcare places as detailed in paragraph 4(iii) of this report; and
-

3 Background

- 3.1 The Children and Young People (Scotland) Act 2014 (the Act) which received Royal Assent on 27 March 2014, comprises various commitments, including a mandatory number of hours for early learning and childcare. From August 2014 600 hours of early learning and childcare per year was introduced for eligible children, an increase from the previous 475 hours of pre-school education.
- 3.2 The act also places a duty on local authority to consult with parents of children under school age on how early learning and childcare should be made available and specifies that the method of delivery of early learning and childcare is flexible enough to allow parents an appropriate degree of choice when deciding how to access services.
- 3.3 The extension of provision of childcare places for 2 year old children from workless households was passed through secondary legislation on 19 May 2014.
- 3.4 Eligible two year olds from workless homes and from families eligible for free school meals will become eligible for an early learning and childcare place over 3 terms, through setting a start date for 2 year olds as the first term after their second birthday, as follows:
 - Term 1 – children born March to August will be eligible from August;
 - Term 2 – children born September to December will be eligible from January;
 - Term 3 – children born January and February will be eligible from April (after the school Spring break).
- 3.5 The Scottish Government provided information on the estimated number of 2 year old children from workless households in geographical areas which helped with the planning of the expansion of provision. It was estimated that there was an additional 226 children from workless households who would be eligible for an early learning and childcare place during school session 2014/15.

- 3.6 The plans for expanding the service for session 2014/15 to deliver early learning and childcare to 2 year olds from workless homes was reported to the Education Policy Board on 21 August 2014. The expansion plan included the creation of 80 FTE two year old places in Auchenlodment Nursery Class in Johnstone, St Catherine's Nursery Class in Paisley and St John Bosco Nursery Class in Erskine; 102 children being allocated a nursery place in one of the 10 extended year centres either through existing staffing levels or by increasing the staffing levels to increase the overall number of places and by commissioning an additional 44 places from approved partner providers.
- 3.7 The uptake and demand for two year old provision has continued to be monitored. The uptake of places in October indicated that there is currently 175 children from workless homes accessing early learning and childcare. The low uptake of places is also being experienced in other areas across Scotland and as a result the Scottish Government undertook a further publicity campaign in November and December 2014. The Council also undertook a further local campaign in a bid to raise awareness of the additional provision. The uptake and demand for places will continue to be monitored though out the remainder of this academic session and during 2015/16.
- 3.8 The Scottish Government allocated an additional £122,262 to contribute to training and development opportunities for staff during 2014/15. A training programme was organised and made available to new and existing staff and to date 36 training courses have been delivered with a further 21 planned between January and April 2015.
- 3.9 The Scottish Government recently provided data which was based on a percentage uplift (by 12%) from year one eligibility, which indicates that the projected additional places for two year olds in Renfrewshire from August 2015 is around 160 places.
- 3.10 The eligibility criteria for an early learning and childcare for 2 year old children from August 2015 is still to be provided by the Scottish Government.
-

4. Plans for expanding the service to deliver early learning and childcare to all two year old children from families eligible for free school meals from August 2015

- 4.1 In order to plan for the expansion of provision for two year old children from families eligible for free school meals a percentage uplift was calculated for each of the geographical areas (admission panel areas) to determine the number of projected places required in each admissions panel area.
- 4.2 The following draft plan has been developed to provide places for additional two year olds as required from August 2015. The number of places being created, which is slightly higher than projected will allow some flexibility in the uptake of places and therefore meet the requirements of the Act to provide flexible provision.
- (i) Consideration is being given to adaptations / new build extensions in the following primary schools and pre-five centres to extend the nursery provision to create 165 new places for children aged 2 to 3 years:

Name of School	Location	No. of places	Adaptation
St Margaret's NC	Johnstone	30 places	Extension to existing building
St John Bosco NC	Erskine	10 places	Building adapted 2014 / increase capacity
Glendee Pre-five	Renfrew	30 places	Extension to existing building
Bridge of Weir PS	Bridge of Weir	15 places	Adaptations to existing premises
East Fulton PS	Linwood	20 places	Adaptations to existing premises
St Peter's PS	Glenburn	15 places	<i>Adaptations to existing premises</i>
St Mary's PS	Paisley West	15 places	Adaptations to existing premises
St Charles's PS	Paisley Central 1	15 places	Adaptations to existing premises
Gallowhill PS	Paisley Central 1	15 places	Adaptations to existing premises

Work is continuing to be carried out to establish the cost and if the proposed adaptations can be undertaken to expand provision in the establishments identified.

- (ii) If required additional places will be created in the local authority extended year centres by increasing the staffing levels to increase the overall number of places. The number of places will only be increased if there is a demand and if there is available floor space to meet legislative requirements.
 - (iii) It is proposed that this number of places commissioned from approved providers who are contracted to deliver Early Learning and Childcare is increased from 1205 to 1230.
- 4.3 A recruitment process will require to be undertaken to appoint additional nursery officers to the establishments identified in paragraphs (i) and (ii) above and to provide additional staff to allow for curriculum planning and lunch time provision in order to maintain an existing level of quality services.

Implications of this report

1. Financial Implications

The financial implications as specified within this paper will be met from the 2015/16 revenue allocation of £1,537,011 and capital allocation of £162,669.

2. HR and Organisational Development Implications

Additional nursery officers will be appointed to support with the expansion of provision for 2 year olds. Additional staffing will be recruited in line with council policy.

3. Community Plan/Council Plan Implications

Children and Young People	- Ensuring the best start in life for children and young people.
Community Care, Health and Well-being	- Earlier intervention will lead to healthier outcomes for children.
Empowering our Communities	- Local services will benefit children, young people and members of the community.
Jobs and the Economy	- Flexible early learning and childcare places will support parents back into and to sustain employment, training or education.
Safer and Stronger	- Services are provided by a highly skilled workforce. People benefit from services that continually improve.
Children and Young People	- Ensuring the best start in life for children and young people.

4. Legal Implications

The council requires to comply with any legislative changes arising from this Secondary legislation.

5. Property/Assets Implications

Adaptations will be made to the establishments identified in paragraph 4.2 of this report.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

The council obtains services from private and third party service providers within the council area. It is proposed that places for two year olds would be commissioned from providers as required.

10. Risk Implications

Any delays in the construction works to adaptations could impact on the proposals for expansion.

11. Privacy Impact

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

List of Background Papers

- (a) Early learning and childcare for 2 year old children, education policy board, 8 May 2014.
- (b) Purchase of early learning and childcare places in private and voluntary nurseries, education policy board, 8 May 2014.
- (c) Implementation of 600 hours of early learning and childcare, education policy board, 16 January 2014.
- (d) Children and young people (Scotland) Act (2014).
- (e) Early years admissions to pre-five establishment: revised standard circular 3A, education policy board, 6 November 2014.

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

Education and Leisure Services

KMcD/AK/GMcK/LG

19 December 2014

Author: kathleen.mcdonagh@renfrewshire.gov.uk



To: **Education Policy Board**

On: **15 January 2015**

Report by: **Director of Education and Leisure Services**

Heading: **Review of Youth Voice**

1. Summary

- 1.1 To ensure that Renfrewshire continues to meet the changing and challenging needs of engaging young people in meaningful youth voice initiatives, it was necessary to undertake a review of current programmes and opportunities.
 - 1.2 Furthermore, it was important to ensure that the review reflects the needs and aspirations of young people and that the recommendations have the ability to grow as Renfrewshire's youth voice process develops. This report sets out the recommendations arising from that review.
 - 1.3 Throughout the review process young people's experiences, views and findings were recorded on film. This youth voice review video is available to view.
-

2. Recommendations

- 2.1 It is recommended that the committee agree to:
 - 2.2 The establishment of a Renfrewshire Youth Voice Assembly that enables young people to work together to identify the most important issues, make decisions on what action to take and engage with decision makers.
-

3 Background

- 3.1 Youth Voice involves ascertaining, coordinating and expressing the views of young people. It is also involves young people taking action to bring change in their communities. This can happen through Youth Voice groups such as pupil councils and youth forums. It can also happen through young people participating in decision making bodies.

- 3.2 Youth Voice contributes to the implementation of Curriculum for Excellence. The curriculum is structured around different experiences and contexts for learning. Youth Voice represents one of these contexts. It affords young people meaningful opportunities to participate responsibly in decision making and to contribute as leaders and role models. Youth Voice also seeks to foster respect for the institutions that underpin civic democracy.
- 3.3 The Youth Services Team play a central role by supporting youth forums, providing training, supporting members of the Scottish Youth Parliament and organising Scottish Youth Parliament elections. In addition, other Council services and partner organisations provide opportunities for young people to take part in decision making. Examples include the opportunity to participate in community planning consultation events, Local Area Committees, the Cashback for Communities Grant Panel, the Licensing Forum and Integrated Children Services Planning.
- 3.4 The review involved consultation with Members of the Scottish Youth Parliament (MSYPs), Renfrewshire Youth Voice and other youth forums. As part of the review young people participated in a Youth Forum Network event in June 2013, a visit to the North Lanarkshire Youth Council in September 2013 and residential Youth Voice Conference in January 2014. A summary of what was learnt from these consultations and ongoing discussions with young people is set out in appendix 1.
- 3.5 Throughout the review process young people's experiences, views and findings were recorded on film. This youth voice review video is available to view.
- 3.6 The findings and conclusions arising from these consultation activities were used to form the main recommendation of this report. 'The establishment of a Renfrewshire Youth Voice Assembly that enables young people to work together to identify the most important issues, make decisions on what action to take and engage with decision makers'.
- 3.7 It is intended that the Renfrewshire Youth Voice Assembly would meet at least twice a year. One of these meetings would be an annual young person's conference, modelled on the Renfrewshire Young People's Community Planning Conference held in February 2013. The conference will provide an opportunity for young people to meet together and discuss important issues, decide upon future campaigns and meet and influence decision makers like community planning partners. Other assembly meetings would serve to promote team building, training and planning.
- 3.8 It is proposed that Renfrewshire Youth Voice be the executive body of the Assembly, providing the position of chairperson and taking ownership of the planning of the annual conference. The organisation and support to the Assembly would be provided by Youth Services.
- 3.9 It is intended that Assembly members will be aged 12 to 25 years old and include the following groups of young people:
- members of the Scottish Youth Parliament;
 - members of Renfrewshire Youth Voice;
 - members of Community based youth forums from across Renfrewshire;

- representatives of pupil councils from across Renfrewshire's schools; and
- young people representative of minorities, hard to reach or vulnerable groups of young people; drawn from working in partnership with voluntary and public sector partners. Examples include looked after and accommodated young people, young carers, young people from black and minority ethnic communities and young people identifying themselves as LGBT (lesbian, gay, bisexual and transgender).

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	- The recommendations increase opportunities for young people's views to be heard and be involved in decision making.
Community Care, Health and Well-being	- The arrangements for youth voice set out in this report will lead to improved health and wellbeing outcomes for young people.
Empowering our Communities	- The recommendations empower young people to make a positive impact on their local communities.
Greener	- The arrangements for youth voice set out in this report will contribute to sustainable development.
Jobs and the Economy	- The experience of being involved in youth voice initiatives develop skills and qualities valued by employers.
Safer and Stronger	- The arrangements for youth voice set out in this report will contribute to safer and stronger communities in Renfrewshire.

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.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

- (a) Education Policy Board Committee Report – Review of Youth Voice, 15th November 2012.

The foregoing background papers will be retained within ELS 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 Alastair Ewen, Youth Service Manager / 0141 889 1110.

Education and Leisure Services

RN/JL/AE/FD/AC/AE

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Summary of the Review Process

Renfrewshire Youth Forum Network Event – this event was organised and held in the Council Chambers on 5th June 2013. 29 young people from 6 local youth forums answered a series of questions about their participation in youth forums. It was learnt that:

- Young people join their local youth forum because they want to volunteer, improve their CV, represent their peers, meet new people and have fun;
- Young people communicate with their peers mainly using social networking sites;
- Young people would like more power in funding decisions on local youth projects;
- Young people would like to have a Renfrewshire-wide youth council to represent the views of and take action on behalf of young people.
- Young people would like to have opportunities to network with other young people involved in youth forums.
- Young people would like more training to help them fulfil their role as youth forum members.

Visit to the North Lanarkshire Youth Council – Members of the review steering group visited the North Lanarkshire Youth Council on 19th September 2013 to learn how it functions. Young people learnt that the Youth Council:

- Is representative of young people, drawing its membership from community based youth forums in every part of North Lanarkshire.
- Is effective in representing the views of young people to decision makers.
- Is effective in helping young people to network.
- Is effective in cascading information to community based youth forums.

Residential Youth Conference, Wiston Lodge, January 2014 -

33 young people from youth forums in Renfrewshire took part in a residential youth conference. The forums represented included Renfrewshire Youth Voice, Erskine Youth Council, West Johnstone Youth Council, Renfrew Youth Forum, GoZone Youth Forum; The Renfrewshire Young Carers Forum and the Renfrewshire LGBT Youth Forum. At the end of the conference the young people agreed that:

- More use should be made of technology, particularly social media, to communicate and engage with young people.
- Youth forum members should meet regularly to share information, network, undertake training and discuss issues of concern for young people.

