

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

**On: 29 October 2020**

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

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

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## **1. Summary**

- 1.1 In line with the Statutory Guidance: Standards in Scotland etc Act 2000, which covers a series of local authority planning and reporting duties, Renfrewshire's Education Standards & Quality Report (September 2020) and Education Improvement Plan (2020/21) have been developed.
  - 1.2 Both the report and plan align to the National Improvement Framework (NIF) for Scottish education. Self-evaluation information, and a wide range of data was used to report on the progress and impact of our improvement priorities during session 2019/20 and to identify our priorities for recovery and improvement for the period 2020/21.
  - 1.3 School closures from 23 March 2020 until 26 June 2020, resulted in progress being hindered in some priority areas. However, despite these challenges, significant progress was made prior to lockdown as outlined in the Standards and Quality Report. Some areas for improvement have been carried over to our new Education Improvement Plan to ensure that we build back better.
  - 1.4 The Education Improvement Plan contains 4 improvement priorities:
    - Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments;
    - Reduce inequalities and deliver improved health and wellbeing outcomes for children;
    - Develop high quality leadership to promote empowerment at all levels; and
    - Improve employability skills and support all of our young people to enter positive and sustained destinations.
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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 the Education Standards & Quality Report (September 2020) Appendix 1 and Education Improvement Plan (2020/21) Appendix 2.
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## **3. Background**

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

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

### **4. Legal Implications**

None.

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

None.

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

None.

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

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

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

**13. Climate Risk**

None.

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**List of Background Papers**

None

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

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# Education Standards and Quality Report

September 2020



Achieving Equity and  
Excellence in Renfrewshire



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## Our Values

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

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

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

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

## Introduction

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

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

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

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

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

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

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



**Councillor Jim Paterson**  
Convener Education  
and Children's Services



**Steven Quinn**  
Director Children's Services

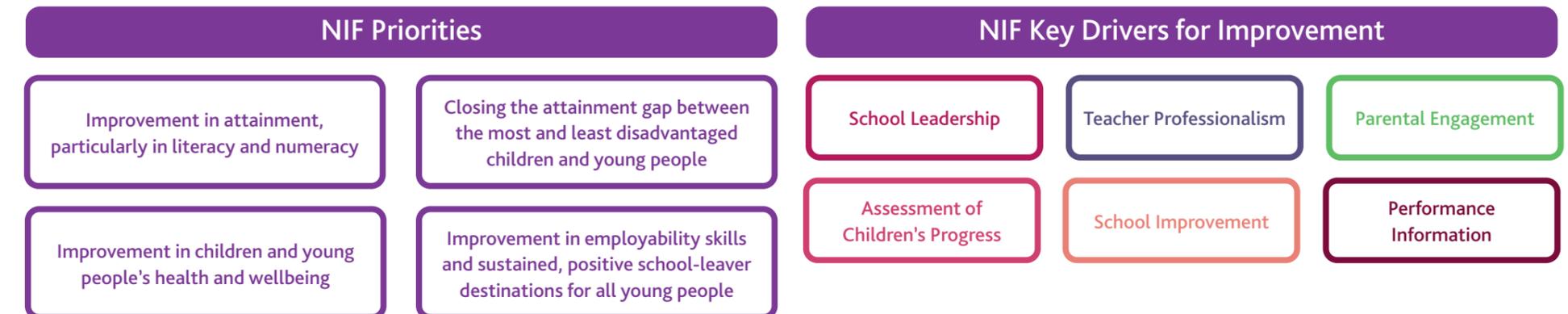
Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.

## Our priorities

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



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



## Local Context

**27,000**

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

**11** secondary schools

**2** schools for children and young people with additional support needs

**12** early learning and childcare centres

**3,100** full time equivalent staff

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

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

### Scottish Index of Multiple Deprivation (SIMD)

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

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

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

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



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

## Strengths

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



### Education Scotland examples of highly effective practice:

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

## Literacy

Bushes Primary School—Scottish Book Trust Writing Competition Winner

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

## 'Connecting Quality Across ELCC Renfrewshire'

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

## West Partnership Maths Conference November 2019

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



## Education Scotland Inspections

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

### Renfrewshire's Nurturing Relationships Approach (RNRA)

Schools' Accreditation Awards

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

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

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

### National Pupil Empowerment Conference February 2020

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

### Partnership with Stanford University and Winning Scotland

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

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

### General Teaching Council for Scotland (GTCS)

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



### Scottish Learning Festival

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

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

Renfrewshire's Development Officer Team

### LGBT Charter Mark Award

Silver Award—Bridge of Weir Primary

### Renfrewshire Schools Pipe Band

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

### SEL Worldwide Model School Status (PATHS awards)

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

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



### Scottish Education Awards—Finalists 2020

Renfrewshire Youth Services—Children & Young People's Participation  
 Fordbank Primary—Making a Difference (Primary)

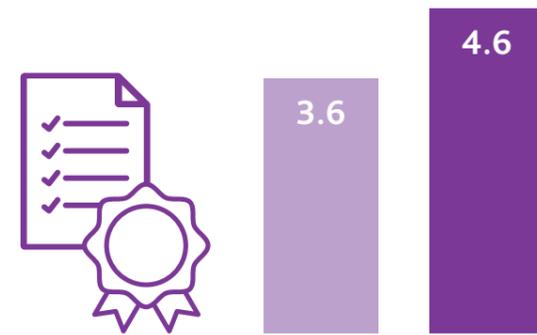
# How did Renfrewshire compare against other local authorities' inspection results in 2019/20?

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

## Leadership of Change



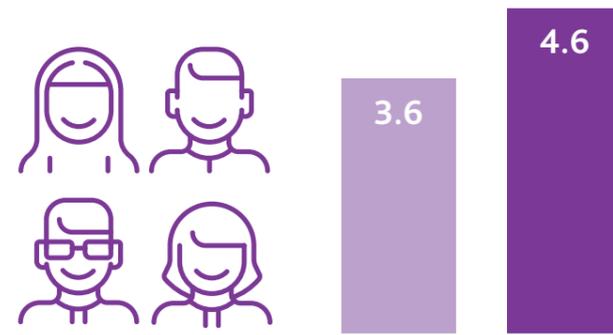
## Raising Attainment & Achievement



## Learning, Teaching & Assessment



## Ensuring Wellbeing, Equality & Inclusion

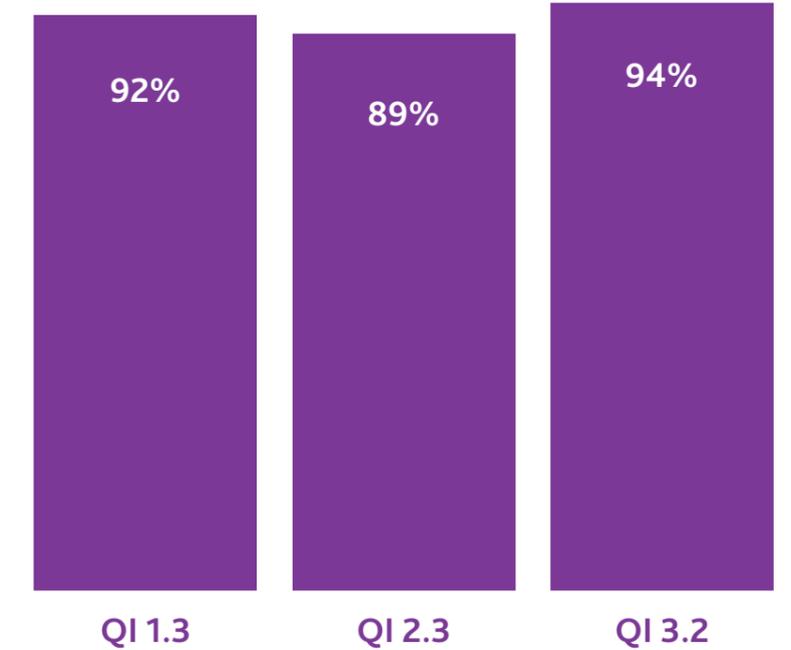


# Renfrewshire schools' self-evaluation gradings of the 3 core Quality Indicators as of March 2020

## QI 1.3 Leadership of Change

## QI 2.3 Learning, Teaching & Assessment

## QI 3.2 Raising Attainment & Achievement



Percentage of schools graded 'Good' or above

## Pupil Equity Funding (PEF)

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

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

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

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

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

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

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

## Co-Vid 19

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

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

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

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

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

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

# How well did we do?

## How well did we do?

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

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



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

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

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

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

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

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

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

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

## Early Learning and Childcare

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

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

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

## West Partnership Collaboration

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

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

Head Teacher



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

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

Head Teacher

### Supporting young people to develop leadership skills

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

### Youth Voice

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

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

### Next Steps

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



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

## Literacy and Numeracy

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

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

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

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

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

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

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

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

**Head Teacher**

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

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

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

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

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



### Health and Wellbeing (HWB)

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

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



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

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

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

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

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

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

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

ELC Practitioner

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

Teacher

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

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

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

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

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

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

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

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

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

### Newly Qualified Teachers

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

### Language Learning in Scotland: A 1+2 Approach

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

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

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

Language Assistant

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

Language Assistant

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

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

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

Language Ambassador



### Exploring Pedagogy in Primary 1

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

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



### Digital Learning

Due to the Co-Vid 19 pandemic and subsequent school closures, our establishments were required, at very short notice, to provide remote home learning for children and young people. We are extremely proud of the professional way that our staff responded and in their commitment to rapidly become skilled in the use of a variety of digital platforms to support remote learning. Survey information demonstrates the huge number, and range, of engaging online materials that were posted by teachers for children, young people and families during school closures.

To address inequities in digital access and to support online engagement, Chromebooks and dongles were distributed to targeted children and young people. Weekly Digital Learning Champion meetings took place to support school staff through provision of professional learning and resources.

### Next Steps

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

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

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

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

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

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

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

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

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

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

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

Parent

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

Parent

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

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

Parent Ambassador

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

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

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

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

## Parental Engagement



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

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



### Next Steps

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



# Assessment of Children's Progress

## Assessment and Moderation

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

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

Teacher

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

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

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

Teacher

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

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

Early Years Practitioner

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

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

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

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

Secondary Teachers

# Assessment of Children's Progress

## Transition Support

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

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

Primary Teacher

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

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

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

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

Secondary Teacher

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



### Counselling services

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

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

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

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

Pupils



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

Pupil

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

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

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

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

Parent

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

Parent

### Supporting Inclusion of vulnerable Children and Young People

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

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

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

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

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

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

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

Head Teacher

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

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

### Care Experienced Children and Young People

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

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

#### Family Member

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

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

learning and any other virtual support being offered from organisations.

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

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

Care experienced child

### Next Steps

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



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

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

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

### QI 1.3 Leadership of Change

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

### QI 2.3 Learning, teaching and assessment

Most of our schools evaluated as 'Good' or better

### QI 3.2 Raising attainment and achievement

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

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

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

Head Teacher

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

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

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

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

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

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

## Regional Improvement Collaborative—West Partnership (WP)

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

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

### Professional Update Revalidation

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

The following key strengths were noted:

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

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

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

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

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

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

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

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

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

The percentage of 2018/19 Renfrewshire school leavers in a positive destination is 95%. This is an increase of 2 percentage points since 2017/18 and an increase of 4 percentage points over 5 years. These increases have brought Renfrewshire in line with the virtual comparator and national figures. Renfrewshire continues to have a higher proportion of children and young people entering higher education than the national figure. In 2018/19, 42% of Renfrewshire leavers entered higher education compared with 40% nationally.

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

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

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

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

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

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

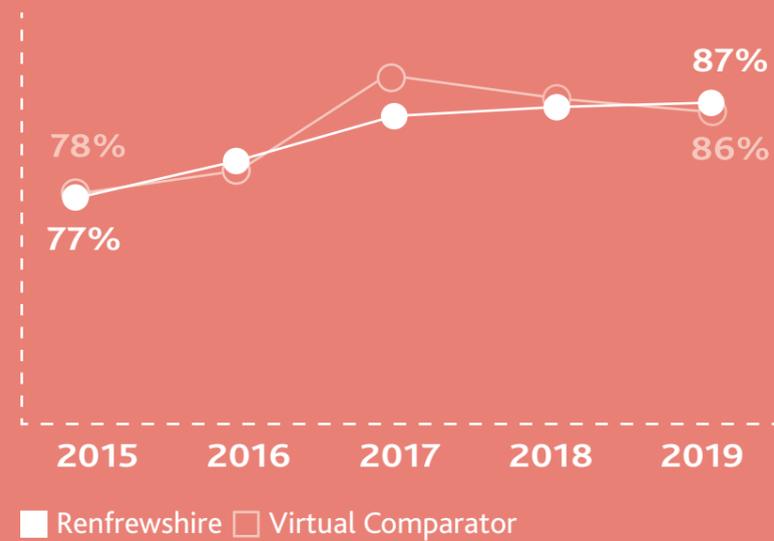
Renfrewshire attainment

School Leavers

S4-S6

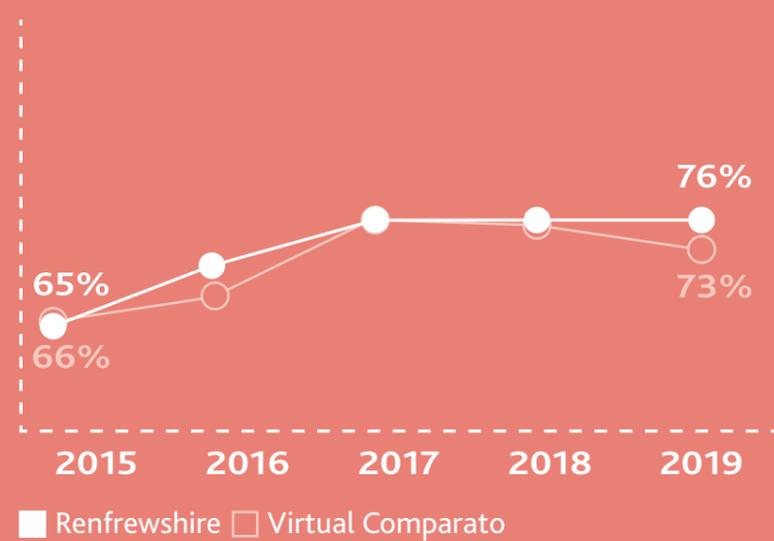
% Leavers Achieved Level 5 Literacy

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



% Leavers Achieved Level 5 Numeracy

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



Average Total Tariff—  
All Leavers 2018/2019

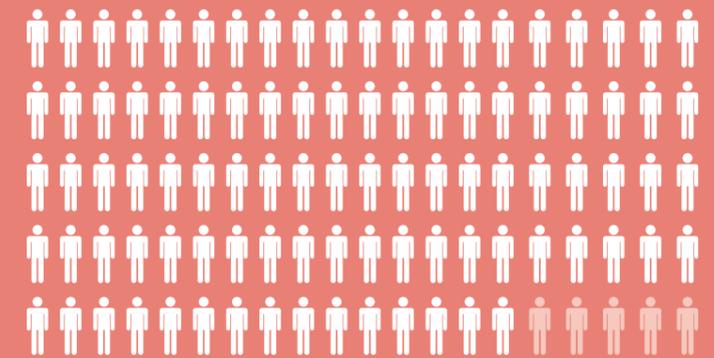


■ Renfrewshire  
□ National

Average Total Tariff—  
SIMD 20% Most Deprived Leavers



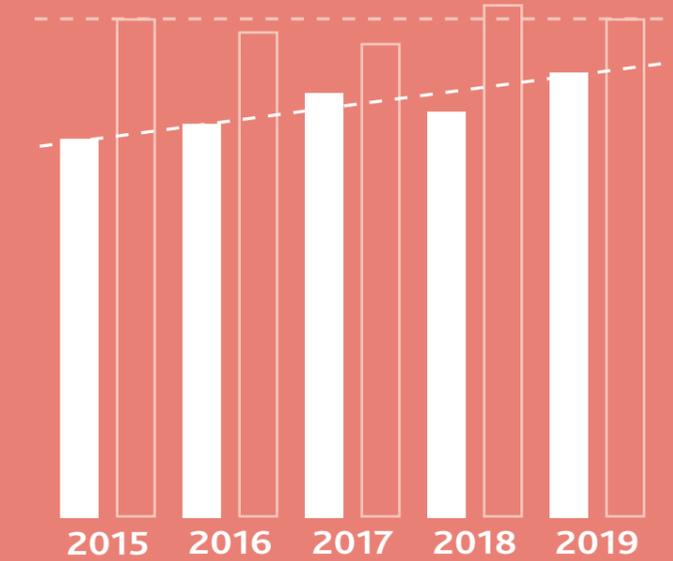
95% of 2018/19 school leavers  
went on to positive desinatons



% Leavers in a  
Positive Desination

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

■ Quintile 1  
□ Quintile 5





**Examples of some of our successful partnership links include:**

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

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

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

S5 pupil—My Future Pathway

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

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

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

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

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

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

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



### Partnership with Glasgow School of Art

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



### Science, Technology, Engineering, Maths (STEM)

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

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

### Next Steps

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

## Performance Information

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

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

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

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

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

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

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

## Performance Information

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

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

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

### Next Steps

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

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





For further information, please contact

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**Renfrewshire**  
Council





# Education Improvement Plan

2020/21



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## Our Values

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

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

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

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

## Introduction

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

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

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

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

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



**Councillor Jim Paterson**

Convener Education and Children's Services

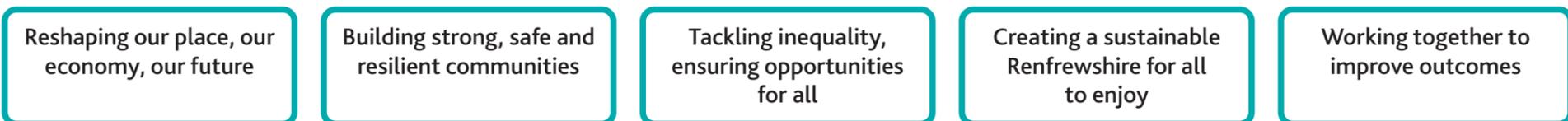


**Steven Quinn**

Director Children's Services

## Renfrewshire's Council Plan 2017–2027

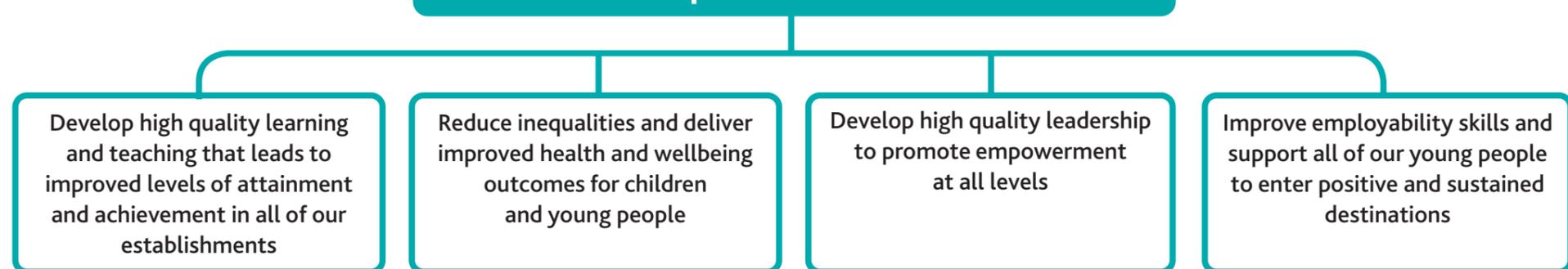
Working together for a thriving and connected Renfrewshire, creating opportunities for all



### Children's Services Vision

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

### Education Improvement Plan Priorities



## National Improvement Framework and Improvement Plan

### Vision

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

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

### Four Priorities

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

### Six Drivers of Improvement

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

## Renfrewshire's Education Improvement Plan

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

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



# PRIORITY 1

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

### NIF Priorities

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

### NIF Drivers

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

## What is the expected Outcome/Impact?

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

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

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

## What do we intend to do to bring about improvement?

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



# PRIORITY 2

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

### NIF Priorities

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

### NIF Drivers

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

## What is the expected Outcome/Impact?

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

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

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

## What do we intend to do to bring about improvement?

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



# PRIORITY 3

## Develop high quality leadership to promote empowerment at all levels

### NIF Priorities

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

### NIF Drivers

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

## What is the expected Outcome/Impact?

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

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

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

## What do we intend to do to bring about improvement?

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



# PRIORITY 4

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

### NIF Priorities

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

### NIF Drivers

- Assessment of Children's Progress
- School Improvement

## What is the expected Outcome/Impact?

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



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

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

## What do we intend to do to bring about improvement?

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



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