



## Standards and Quality Report 2021-22



Everyone Attaining, Everyone Achieving through Excellent Experiences



## Everyone Attaining, Everyone Achieving through Excellent Experiences



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EVERYONE  
ATTAINING

EVERYONE  
ACHIEVING  
EXCELLENT  
EXPERIENCES





# Foreword

East Renfrewshire Council is committed to providing the highest quality services for all our residents. This Standards and Quality Report demonstrates the strong culture for improvement within the department and across our early learning and childcare settings, schools and services, along with the progress made in achieving our expected outcomes and impact in the past year.

The Quality Improvement Team, through self-evaluation activities, have gathered evidence which has informed this report and enabled the department to identify next steps as it continues in its quest to provide the highest quality of experiences for all our learners. These next steps will be undertaken over the next three sessions through implementation of our Local Improvement Plan 2023-26. External evaluation is carried out by Education Scotland and the Care Inspectorate who, in visiting our schools and centres, commented very favourably on the practice they observed.

The ongoing impact of the COVID-19 pandemic during session 2021-22 continued to offer challenges for East Renfrewshire's residents, families, children, young people, council staff and leaders alike. It is a credit to all staff how they remained focused on ensuring the best possible outcomes for all learners, no matter the circumstances. I would like to take this opportunity to thank them for their efforts and acknowledge that relentless focus on meeting the priorities set by the Council and at a national level through the National Improvement Framework.



The Education Department remains fully committed to meeting the needs of the General Equality Duty, as outlined by the Equalities and Human Rights Commission, through eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations. This responsibility, alongside the commitment to the council's values of ambition, kindness and trust are clearly evident throughout this report.

This Standards and Quality report is an accolade to the many fantastic achievements of East Renfrewshire's Education Department, its early learning and childcare settings, schools and services and the progress made in the implementation of Curriculum for Excellence in session 2021-22.

**Councillor Andrew Anderson,**  
Convener of Education, Equalities, Culture and Leisure



I am pleased to share with you our Standards and Quality Report 2021-2022. We celebrate here the achievements of children and young people and recognise the success of our early learning and childcare settings, schools, services and staff.

The Education Department's vision of Everyone Attaining, Everyone Achieving through Excellent Experiences continues to provide the focus for all that we do, as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire. Our Standards and Quality report is structured under this vision and details progress during session 2021-22 towards each of the target outcomes and impacts detailed in the Education Department's Local Improvement Plan for 2021-24. This report also demonstrates clearly the progress we have made towards the four national priorities set out in the National Improvement Framework.



# Introduction

During 2021-2022 the context of COVID-19 was still relevant for our children, young people, staff and families, as was our unrelenting focus on mitigating against the impact of the global pandemic, in particular our ongoing commitment to improving our children and young people's health and wellbeing.

The report illustrates the many ways in which children and young people in East Renfrewshire are being supported through enriching, engaging experiences which will help them to become healthy, active and confident citizens. Through the self-evaluation activities which have informed this report, the department has identified next steps in achieving our vision. These will be taken forward over the next three sessions through implementation of our Local Improvement Plan 2023-26.

The strong culture of collaboration and empowerment within the department, together with the high ambitions and standards we set for ourselves, combine to create a unity of purpose and a very high capacity for continuous improvement. I hope you find our Standards and Quality Report for 2021-22 helpful in illustrating how we have worked together to deliver our vision and strive to achieve excellence and equity for all.

**Mark Ratter,**  
Director of Education





# Background Information

## About the Education Department

In 2021-22, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-four primary schools, of which thirteen have nursery classes, ten family centres and one school for children and young people with additional support needs. The Education Department also has responsibility for Adult Learning and Facilities Management.

## About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Department's Local Improvement Plan 2021-24. The Local Improvement Plan is organised under the Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.



**Evidence for the Standards and Quality Report is gathered annually through a range of activities designed to provide support and challenge to schools and ELC settings. As a result of the COVID-19 pandemic, evidence for the 2021-22 report was limited to the following sources:**

- performance and questionnaire data
- reports on schools and early learning and childcare settings from the Quality Improvement Team;
- thematic reviews by Education Scotland
- reports on Early Learning and Childcare Settings by Care Inspectorate Scotland
- school and service improvement plans and Standards and Quality Reports
- SGS Customer Service Excellence review (CSE)

### This report is also informed by:

- the Education Department's Outcome Delivery Plan
- the Scottish Government's GIRFEC wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included
- the Scottish Government's National Improvement Framework and Improvement Plan
- the four capacities of *Curriculum for Excellence*: successful learners, confident individuals, responsible citizens and effective contributors

The results of this self-evaluation will be used to plan the next steps, inform the main themes of our Strategic Equity Funding Plan 2022-26 and will be incorporated into the next Local Improvement Plan.



## Schools and Services Inspected in 2021-22

During session 2021-22, a series of inspections took place to evaluate and report on standards and quality.

### Education Scotland

Education Scotland carried out national thematic inspections of Early Learning and Childcare settings and schools with a focus on supporting recovery.

Four East Renfrewshire establishments were selected as part of the national review:

- Glenwood Family Centre
- Giffnock Primary School
- Isobel Mair School
- Barrhead High School

### Care Inspectorate

The following early learning and childcare settings underwent an inspection by the Care Inspectorate:

- Maidenhill Nursery Class
- St Cadoc's Nursery Class

The following schools were engaged in a Follow Through to Education Scotland Inspection:

- St John's Primary School
- St Mark's Primary School

# Schools & Services Inspected

## Standards & Quality and Thematic Reviews

The authority's Quality Improvement Team also carries out reviews which focus on aspects of provision.

A thematic review of the implementation of the Numeracy and Mathematics Strategy took place, looking at the extent to which the strategy improved attainment, achievement and experiences in our schools and ELC establishments in numeracy and mathematics.

Establishments in the Williamwood Cluster (Cart Mill Family Centre, Overlee Family Centre, Busby Primary School, Carolside Primary School, Netherlee Primary School and Williamwood High School) took part in a review which looked at effective transitions for pupils moving from early years to primary and primary to secondary.

Collaborative Improvement Visits took place at Crookfur Primary School and Family Centre, Cross Arthurlie Primary School and Nursery Class and Kirkhill Primary School.

Collaborative Improvement Visits took place with secondary practitioners in Mathematics and Creative and Performing Arts departments.





# Everyone Attaining

## NIF Priority 1: Improvement in attainment, particularly literacy and numeracy



East Renfrewshire continues to advance equity and excellence as demonstrated through a wide range of local and national attainment measures. Our children and young people achieve exceptionally high standards of attainment throughout the broad general education and senior phase.

### Senior Phase Attainment

Pupils across East Renfrewshire excelled in SQA qualifications with once again another year of outstanding results. These achievements are a tribute to the hard work of pupils, who have also been very well supported by staff and parents.

- ✓ 77% of S4 pupils attained 5 or more awards at National 5 or better, similar to the performance in 2019
- ✓ Increase in the proportion of learners achieving 8+ National 5 awards and 8+ National 5A awards in S4 when compared to the last examination year in 2019
- ✓ 47% of S5 pupils attained 5 or more awards at Higher, up from 44% in 2019. There was also an increase in the proportion of grade A awards achieved from 46% in 2019 to 51% in 2022
- ✓ 69% of S5 pupils attained 3 or more awards at Higher, up from 65% in 2019. This compares very favourably to the Virtual Comparator's value of 51% and the National average of 37% in 2022

- ✓ At Advanced Higher, 44% of S6 pupils achieved one or more awards (an increase of 4% since 2019); 22% of learners achieved at least one Advance Higher at grade A. Commendably, the proportion of presentations achieving A awards at Advanced Higher in S6 increased from 34% in 2019 to 47% in 2022
- ✓ St Luke's High continued to perform well at National 4 level, with almost 96% of S4 pupils achieving this measure
- ✓ Both Eastwood and Barrhead High schools performed extremely well at National 5, with Eastwood High achieving its highest ever proportion of S4 pupils attaining 5 or more awards
- ✓ Barrhead and Woodfarm High schools recorded their highest ever proportion of S5 pupils attaining 5 or more awards at Higher
- ✓ Williamwood High recorded its second highest level of attainment for S5 pupils in 1 or more and 3 or more awards at Higher
- ✓ At St Ninian's High, over a quarter of S5 pupils attained 5 or more A Awards at Higher and Mearns Castle High recorded its largest proportion of S5 pupils attaining this measure
- ✓ Pupils at Isobel Mair school delivered fantastic SQA results, with senior pupils achieving a range of National 2 and vocational qualifications.

## Curriculum for Excellence Judgements

In 2021-22 almost all pupils in P1, P4 and P7 combined, achieved the appropriate Curriculum for Excellence level of attainment in the Broad General Education as measured by teacher professional judgement of progress in reading and talking and listening, with most pupils attaining the expected level in numeracy and writing. The proportions of East Renfrewshire pupils in P1, P4 and P7 combined achieving the expected level in these curricular areas, are significantly higher than the latest published national proportions (2020-21). The levels of attainment of East Renfrewshire pupils in the Broad General Education has remained consistently high, however as a consequence of the Covid-19 global pandemic primary attainment in reading, writing, talking and listening and numeracy has decreased slightly over the last three years.

### Teacher professional judgements

Based on P1, P4 and P7 pupils combined	2018-2019	2020-2021	2021-2022*	ERC 3 Year Average 2018-19 to 2021-22	National Average 2021-2022
% Attaining or Exceeding Expected Levels - Reading	91%	90%	98%	90%	78%
% Attaining or Exceeding Expected Levels - Writing	88%	87%	87%	88%	73%
% Attaining or Exceeding Expected Levels - Talking & Listening	94%	94%	93%	94%	85%
% Attaining or Exceeding Expected Levels - Numeracy	91%	90%	90%	90%	78%

Based on S3 Pupils	2018-2019	2021-2022*	National Average 2021-2022
% Attaining or Exceeding Third Level - Reading	97%	97%	88%
% Attaining or Exceeding Third Level - Writing	96%	97%	87%
% Attaining or Exceeding Third Level - Talking & Listening	98%	97%	89%
% Attaining or Exceeding Third Level - Numeracy	96%	98%	89%

Based on S3 Pupils	2018-2019	2021-2022*	National Average 2021-2022
% Attaining Fourth Level - Reading	81%	83%	54%
% Attaining Fourth Level - Writing	80%	81%	53%
% Attaining Fourth Level - Talking & Listening	81%	82%	55%
% Attaining Fourth Level - Numeracy	78%	83%	59%

\*No data gathered in 2019-20 due to Covid-19 lockdown

## Moderation

Quality assurance and moderation remained a key focus throughout 2021-22. The department worked in partnership with schools to adapt approaches to sharing standards in order to continue to support establishments and practitioners with learning, teaching and assessment. Over the past 9 school sessions, the authority has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities across all sectors. This has been essential in supporting schools in identifying appropriate interventions which have the biggest impact on improving attainment in literacy and numeracy.

A range of professional learning opportunities were developed and delivered to staff across sectors. The programme of Career Long Professional Learning (CLPL) offered was highly evaluated. The qualitative comments received indicate a continued appetite for professional learning on the various aspects of the learning, teaching and assessment cycle/process.

Staff noted that more cross sector moderation would be helpful and that a key focus should remain on transitions and progression across levels throughout the Broad General Education (BGE)



Evaluations from the sessions indicate that almost all 95% feel that they are more confident in the process of moderation and have developed further a shared understanding of standards

### Questionnaire Data

Statistics from the 2021-22 questionnaires showed that 94% of teachers agreed that they engaged regularly in effective moderation activities that decided standards and expectations, an increase of 2% compared with 2020-21; 89% stated they had regular opportunities to help shape the curriculum through discussions with colleagues and partners, an increase of 5% compared with 2020-21, reflecting the removal of public health restrictions and increased opportunities for collaborative work on curriculum development.

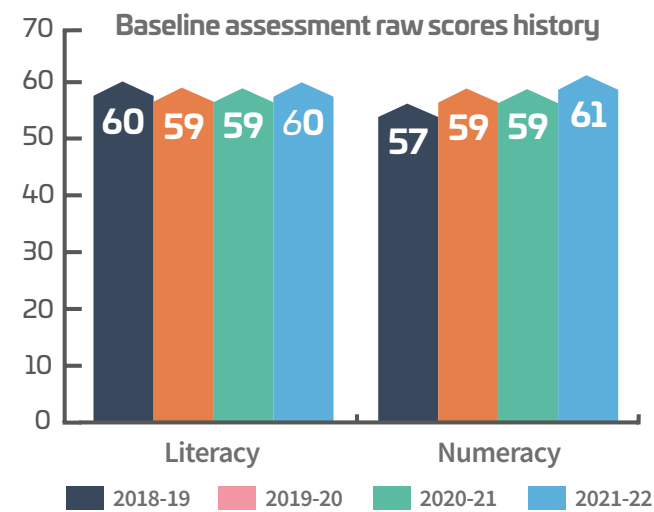
Statistics from staff questionnaires in 2021-22 showed that almost all teachers continued to agree that they were aware of their school's strategies for raising attainment for all and used information and data effectively to reduce inequalities in children's and young people's outcomes.





## Baseline Performance

A Baseline Assessment has been in place since 2005-06 to assess children's attainment in literacy and numeracy on entry to Primary 1. Overall performance in literacy and numeracy remained consistent with previous years.



## Literacy Strategy

East Renfrewshire's Literacy Strategy actions have continued to be progressed, with a complementary Career Long Professional Learning (CLPL) programme in place. Guidance in relation to Talking and Listening was published with a programme of CLPL to support its implementation. Writing Guidance was also launched with accompanying CLPL to support ELC settings and schools to develop their approaches to teaching writing.

The Teachers Reading Group – Reading for Pleasure, introduced in partnership with the Open University to focus on developing reading for pleasure in schools, continues with a new cohort of staff participating. In CLPL evaluations, staff consistently report that they have improved skills and confidence in teaching literacy.

Reading Recovery was delivered in 16 primary schools to 100 identified individual children. Post intervention assessment indicated that average reading ages had increased by 1.5 years. Schools have indicated through their self-evaluation processes that the children participating in Reading Recovery are transferring their skills to the class setting and practitioners are noting improvements across literacy and English.

*"I have found discussions around research very interesting and useful to inform my teaching and initiatives within my schools and provide me with the necessary evidence to support my decisions."*

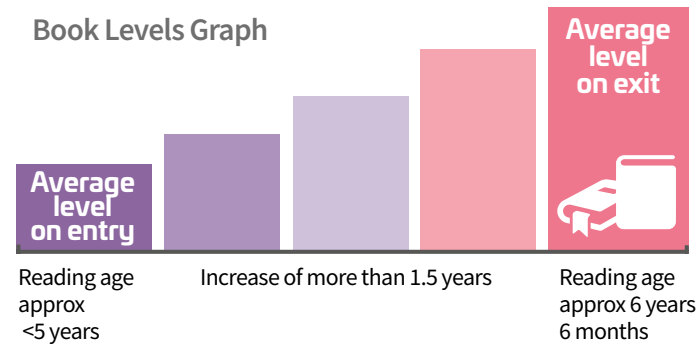
**Teachers Reading Group, Participant 1**

*"There has also been a big impact on the children's writing skills, which was something that hadn't been a focus but a very pleasing by-product. From reading more often, and due to reading a more varied group of books, the children now have more of an awareness of different story structures. Some of them are now able to incorporate different story features into their imaginative writing without being taught it."*

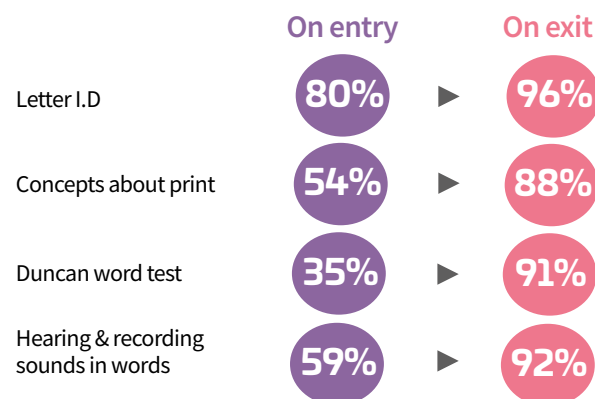
**Teachers Reading Group, Participant 2**

*"There is a new reading atmosphere in our classroom that we made together."*

**Teachers Reading Group, Participant 3**

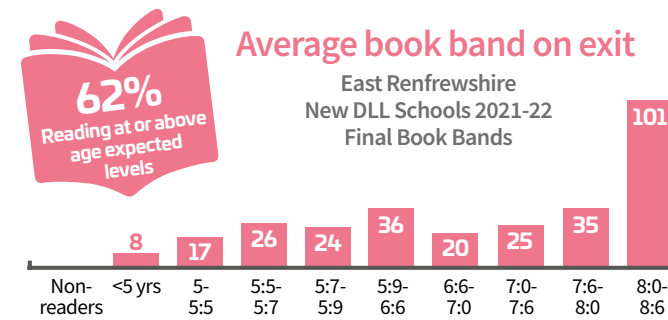
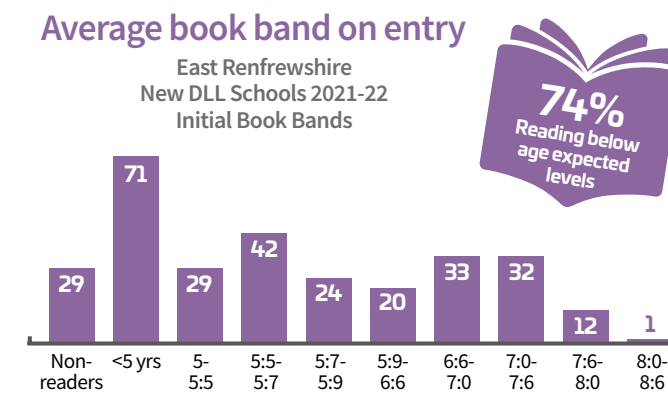


### Average results of assessments with ceiling caps



A relentless focus on designing and implementing evidence based interventions to improve literacy outcomes and mitigate against children and young people who missed learning as a consequence of the COVID-19 pandemic remains. This includes the introduction of Daily Literacy Learning (DLL), a programme related to the methodologies of Reading Recovery, in primary schools. Daily Literacy Learning is a whole class approach to teaching reading and writing with a focus on oral language development.

The impact of the programme is evident with 292 primary 2 pupils across 7 schools participating. 74% of pupils were non-readers or were reading at emergent literacy levels before the intervention whilst 62% of pupils are now reading above expected levels.



## Numeracy & Maths Strategy

With the support of colleagues in Education Scotland and the Association of Directors of Education Scotland (ADES) a review of the impact of the Numeracy and Mathematics Strategy 2018-2021 was undertaken in February and March 2022.

This review highlighted clearly the impact the strategy had on learners and staff. It also recognised key strengths in our ELC settings, schools and across the Education Department, including:

- East Renfrewshire was the highest performing Local Authority in numeracy at P1, P4, P7 year stages of the BGE, with attainment in the senior phase in numeracy and mathematics being much better than the national average and our virtual comparator

- In almost all classrooms and playrooms children and young people are motivated and engaged in their learning and the relationships between staff and pupils are extremely positive

- Pedagogy in numeracy and mathematics is an improving picture. Up-to-date research has influenced the professional learning offer, with staff advocating a more investigative, explorative approach to learning

- The numeracy and mathematics skills framework provides a consistent curriculum pathway. It enables a strong cluster approach to learning and supports consistency at key transition stages

- The views of learners regarding numeracy and mathematics are very positive. In questionnaires, most, pupils in primary, special and secondary school strongly agreed or agreed that they enjoyed learning in numeracy and mathematics and felt that they were making good progress

- Staff across all sectors are very positive about numeracy and mathematics, in particular the high quality support and professional learning they have received

- All establishments felt the leadership role of the Maths Champion had made a positive impact through the sharing of key knowledge, training and resources with the wider staff.



## NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children and young people

Equity is at the heart of East Renfrewshire’s education strategy and attainment results reflect the work of teachers to vigorously support all pupils. The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools.

The analysis of outcomes for children and young people in the key equity groups is a central feature of our approach to self-evaluation and quality improvement. The Education Department and schools use data regularly to raise awareness, monitor progression, build leadership capability and capacity, plan improvement activities, and set targets.

### Raising the bar and closing the gap

The Scottish Index of Multiple Deprivation (SIMD) can be used to identify children and young people who live in the most deprived areas in Scotland. Nationally, we compare the performance of a range of key equity groups against overall performance to measure and monitor the poverty related attainment gap.

### Baseline

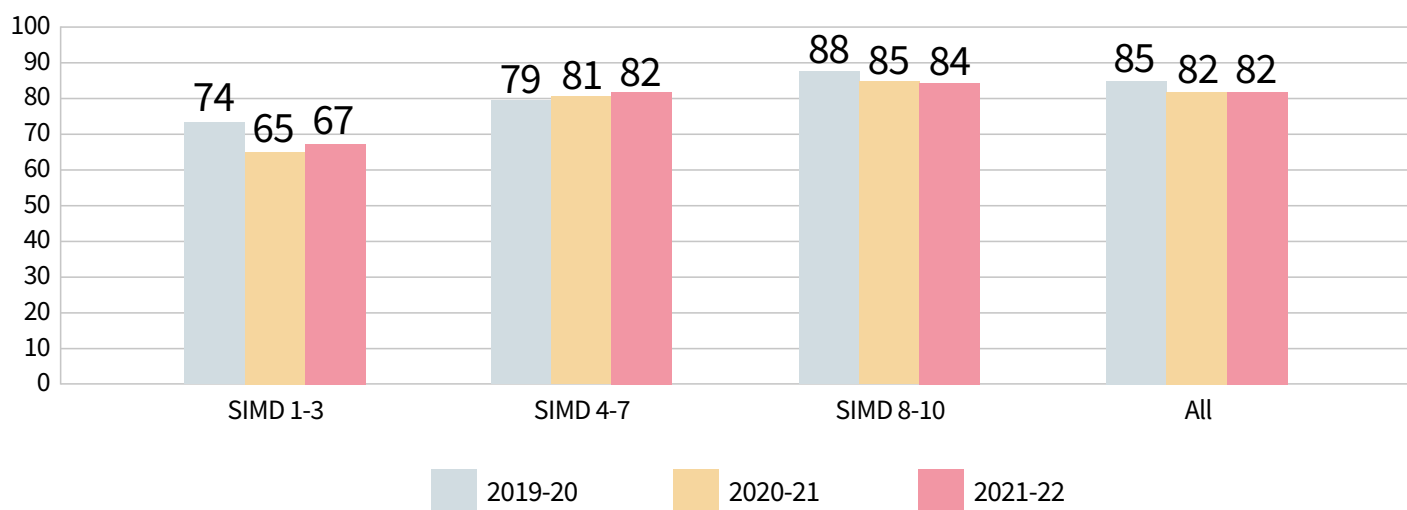
Baseline assessment data in 2021-22 highlighted a gap between the attainment of those living in SIMD 1-3 and those in SIMD 8-10. This poverty related attainment gap has remained unchanged at 9 points for numeracy compared to the previous year and reduced in literacy from 10 points in 2020-21 to 7 points in 2021-22.

This positive result may be attributed to the high quality remote learning which was available during the periods of school closure and the increased provision of 1140 hours ELC which these children received. Resources from recovery monies were effectively deployed to support the recovery curriculum with a focus on literacy, numeracy and health and wellbeing.

### Developmental Milestones

Developmental milestone data in 2021-22 demonstrated that the proportion of children residing in SIMD 1-3 properties achieving their milestones on entry to P1 increased slightly by 2 percentage points to 67% compared with 65% in 2020-21, this is still significantly lower than a previous recorded high of 74% in 2019-20 (following a 4 year trend of improvement). Meanwhile the proportion of children achieving their milestones residing in decile areas 4-7 and 8-10 has increased slightly or remained relatively consistent over the same period, with 82% and 84% of children respectively attaining the measure, resulting in a significant gap between those in deciles 1-3 and the remainder of the cohort.

Developmental Milestones: History: by SIMD 2019-20 to 2021-22



### SQA

The gap in performance between the most and least deprived (Q1 v Q5) S4 learners achieving 5 or more SCQF level 5 awards increased by 3% in 2021-22 to 32%; this compares favourably to the Virtual Comparator (44%) and National average (41%) for the same measure in 2021-22.

The percentage of S4 pupils with cumulative Insight point attainment scores of 263 or less (equivalent to eight “Pass” awards at National 4 level) increased from 5.2% in 2018-19, to 7.1% in 2021-22.

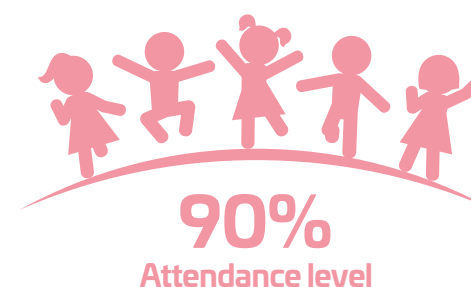
### Free Meal Entitlement

The proportion of young people with free meal entitlement in S4 attaining 5 or more SCQF Level 5 awards remained at 55% in 2021-22; this compares favourably against the national and Virtual Comparator values; with 25% and 51% respectively.



### Looked After Children & Young People

The overall attendance level for looked after pupils of 90% in East Renfrewshire compares favourably to the national figure of 87%. More targeted interventions are now being provided by schools and third sector partners to support the attendance and engagement of care experienced learners.



### Scottish Attainment Challenge Pupil Equity Funding

East Renfrewshire schools received a total of £1.6m Pupil Equity Funding (PEF) in session 2021-22 to resource their work to tackle the poverty-related attainment gap. As in previous years, schools adopted a wide range of interventions based on the needs of identified children in their local context, for example:

- Targeted support for literacy and numeracy learning and teaching
- Initiatives to promote digital inclusion
- Support for pupil health and wellbeing
- Collaboration with third sector partners to support pupils and families facing specific barriers to school attendance and participation
- Initiatives to reduce the cost of the school day
- engage in professional dialogue within settings and across sectors.

The department worked together with Education Scotland during May and June to evaluate the impact of PEF from 2017-22. The following key strengths were identified:

- The impact of the reading recovery programme on pupil engagement and attainment
- Numeracy and literacy progress as measured through Curriculum for Excellence levels
- Improvement in attendance, pupil motivation, engagement, confidence and self-esteem
- Professional learning and collaborative opportunities for practitioners to support equity
- The development of the Child Poverty Delivery Improvement Group, established in 2019 to support coordinated working across services to reduce the impact of child poverty
- An increase in collaborative working with other establishments, partners, parents and local businesses
- Leadership opportunities which have resulted in increased understanding of poverty-related barriers to learning, motivation and job satisfaction.

A refreshed Scottish Attainment Challenge was launched by Scottish Government in March 2022, including the introduction of a new Strategic Equity Fund (SEF). This fund will support central education departments in their work to improve education outcomes for children and young people experiencing disadvantage across the authority area.

Throughout spring 2022 officers consulted and involved pupils, parents and staff to develop a clear strategic plan for the use of SEF over the next four years. Updated guidance on the effective use of PEF and associated support sessions were provided for head teachers in May 2022.



## Raising Attainment and Achievement

As part of the Education Department's annual improvement planning and reporting cycle, all ELC settings evaluate their performance against key quality indicators for How Good is Our ELC? with schools evaluating against indicators from How Good Is Our School?4. The Quality Improvement Team work together with Head Teachers to ensure that each school's self-evaluation is rigorous and takes account of a wide range of evidence gathered from diverse sources and involving all stakeholders.

In 2021-22, 100% of schools continued to evaluate their progress as 'good' or better for raising attainment and achievement. 52% were evaluated as 'very good' and 9% as 'excellent'. The higher proportion of 'very good and excellent' evaluations compared with 2020-21 reflects the rigorous efforts by schools and departments to mitigate against the impact of the COVID-19 pandemic and address gaps in learning as a consequence of school closures the previous year.

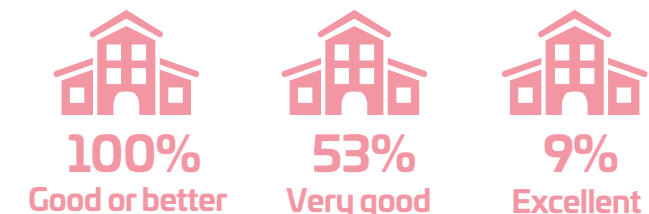


Financial resources were provided to all primary schools to enable them to extend their provision in the early years and this was seen to have a positive impact on the learning environments and the children's experiences. Children are also benefitting from increased access to outdoor learning which is being delivered as part of the overall approach to learning through play.

Teachers and senior leaders in primary schools have begun to engage with the data in the Early Years Tracking Tool which is used in ELC settings to track and monitor children's progress. This supports continuity and progression across Early Level and enables practitioners to more effectively build on what children already know and can do when they start primary one.

## Early Years Action Plan

We continue to promote the entitlement of 1,140 hours ELC for all eligible 2 year olds in partnership with colleagues including Health Visitors, Social Workers and Family First Workers who are fully aware of the eligibility criteria and encourage families to apply for places. We were able to meet the demand for places for eligible two year olds again this year. As well as providing Early Learning and Childcare for eligible and vulnerable 2 year olds, where there was capacity to do so we were also able to support working families with the offer to purchase nursery places. A further 102 children and families in this age group benefitted from this service.

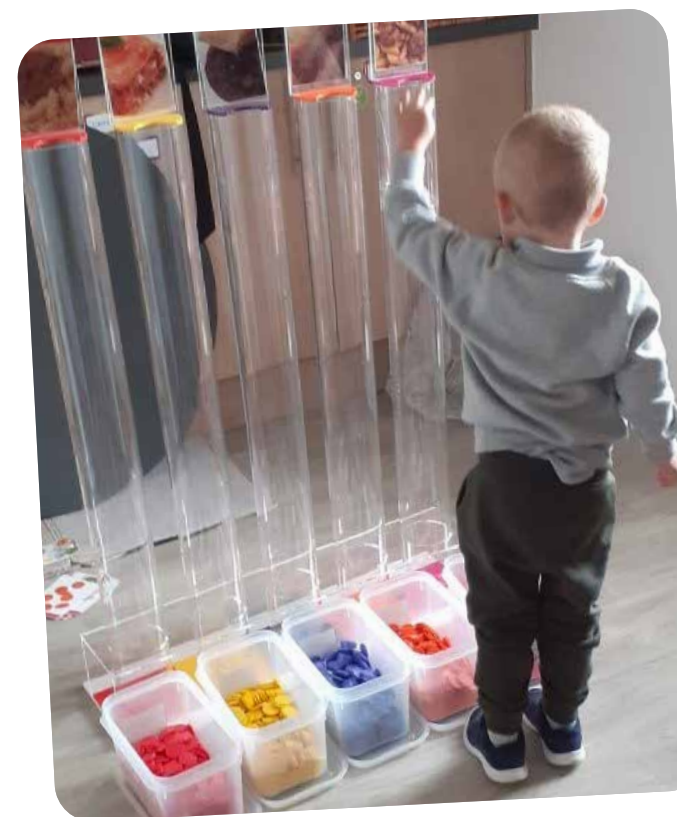


## Early Learning and Childcare

We have taken a variety of steps to support quality, coherence and progression across early level learning and teaching.

This has included the successful delivery of high quality professional learning opportunities for school leaders and teachers on developing playful pedagogy in their schools in partnership with University of Strathclyde. This training was well attended and evaluated positively. Impact was demonstrated in follow up visits with the majority of schools inviting a member of the QIO team to their establishment to further support this child-centred approach to learning and teaching.

As a result of this continued focus, children in all primary one classrooms now experience a more responsive curriculum in more playful environments which supports their curiosity and independence well. Teachers are becoming increasingly skilled in achieving an appropriate balance of adult and child directed activities which ensure that children make very good progress across the Early Level as they move from nursery into primary one.

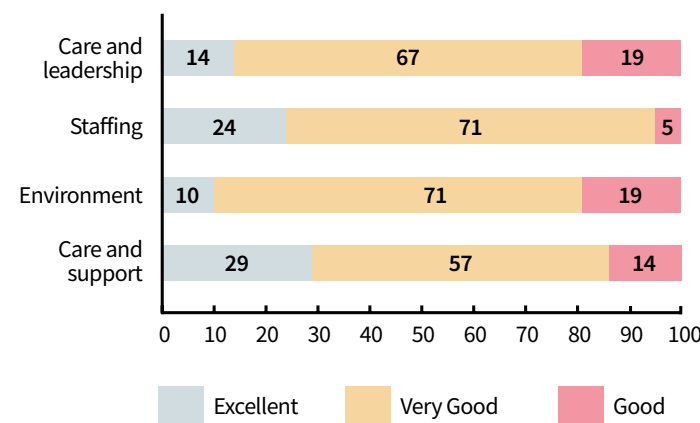


Children benefitted from the full roll out of meals and snacks associated with 1140 hours of ELC. To support with menu choice we asked children in 4 ELC settings, Arthurlie, Busby, Cross Arthurlie and Glenwood to provide feedback on what they liked and disliked on the lunch menu along with some new ideas. The children voted and the information gathered was used to help refresh the menu.

Quality is at the heart of the delivery of funded Early Learning and Childcare (ELC) experiences. The Care Inspectorate re-introduced routine inspection activity from August 2021 visiting establishments in person. Two local authority settings were visited as part of this quality assurance process.

The quality of ELC in our local authority settings exceeds the National Standard with most settings achieving grades of very good or better.

Care Inspectorate Grades in East Renfrewshire Council ELC settings



We continue to invest in our workforce to ensure that all staff are highly skilled and motivated. This takes various forms including a focus on Career Long Professional Learning (CLPL) and professional inquiry.

Throughout 2021-22 ELC practitioners continued to make effective use of the '0-6 Pedagogy' online hub which was developed as part of the ELC expansion plan. This online resource provides staff across the local authority with an increasing range of high-quality learning materials. These include; online training videos, SWAY presentations, research articles, video clips, photographs and interviews with experienced practitioners.

Usage data shows a high level of engagement with the materials with 3029 views in 2021-22, an increase of 53% on the previous year. New staff benefitted from the induction resources and materials sharing the theory and background of ELC practice. Quality Mealtimes was also a focus for many this session (122) as practitioners began the implementation of the lunch provision associated with 1140 hours, as was the implementation of the Early Years Tracking Tool (255).

Our staff continue to benefit from our involvement in the West Partnership (Glasgow City Region Education Improvement Collaborative) which has a well-established relationship with Edinburgh University. This allows us to access extremely high quality professional learning linked to current research, policy and theory underpinned by the principles of Friedrich Froebel, one of the earliest pioneers of early childhood education. A further 12 practitioners from our schools and early learning and childcare settings benefitted from this opportunity in 2021-22 and were commended by the University for the high quality of their work. A further 4 practitioners have taken their learning further by engaging with the Froebelian Futures Professional Enquiry Programme. This has led to improved experiences for children in these setting with projects shared on a national digital resource.





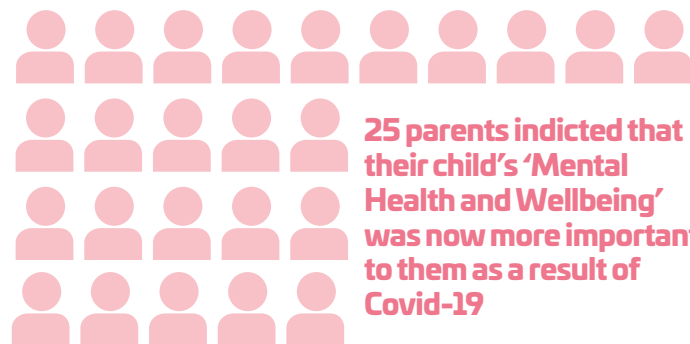
## Parenting support

The Educational Psychology Service has continued to update the Healthier Minds website. This provides a range of information to support the mental wellbeing of children and young people in East Renfrewshire and to offer signposting to parents.

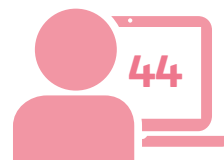
Educational Psychology have offered online sessions to parents in conjunction with the Healthier Minds service and education colleagues. Topics have been based on information from parents about what would be helpful in terms of supporting their children's wellbeing. In 2021-22, topics included: 'Supporting young People through Exams' and 'Supporting Children with Anxiety'. These were recorded and uploaded onto the website so that they could be accessed by parents after the event.



129 parents completed a survey prior to an online session regarding exams, to inform the content of the session and to gather their views about the impact of Covid-19 on their child's education



25 parents indicated that their child's 'Mental Health and Wellbeing' was now more important to them as a result of Covid-19



44 Parents attended the online session



44 parents attended the online session and had the opportunity to submit questions which were answered during the Q&A section. Of these 44 parents, 10 completed an evaluation. 90% parents strongly agreed/agreed that the session was useful to them; that they learned some helpful strategies and that the format of the presentation and Q&A was useful. 80% strongly agreed/agreed that the information on the teenage brain was useful.

The session was described as; "well presented and helpful" with "good tips from the panel".

One participant stated; "I felt that I am not alone, my daughter is not alone."

## What are we going to do now?

- Support and challenge schools to raise attainment for all pupils and close the poverty related attainment gap, through analysis of data, improved learning, teaching and assessment and effective use of resources (including Pupil Equity and Scottish Attainment Challenge Funding).
- Update and implement the Numeracy and Mathematics Strategy and continue to support attainment and progress through provision of professional learning opportunities.
- Review and evaluate the impact of the Literacy Action Plan in line with the strategy the current context.
- Continue to implement the Developing the Young Workforce Action Plan 2022-2025.





# Everyone Achieving

Throughout 2021-22, learners, staff members and partners demonstrated a range of achievements. There is an ethos of achievement and high expectation within a culture of self-improvement within all our educational establishments. Children and young people are active, involved and motivated and supported well and provided with opportunities to ensure they succeed.

## Leadership

Leadership development is a key area on the national policy agenda and the Education Department are committed to providing a detailed and robust Career Long Professional Learning (CLPL) programme for all our aspiring leaders and experienced Head Teachers. In a rapidly changing world, it is essential that leaders and managers are equipped with the skills to adapt to the changing needs of schools and their communities. The CLPL provision aims to increase leadership capacity across all sectors of the school estate and is supported through effective coaching and mentoring. Our educational establishments foster collaborative leadership opportunities for staff at all levels as leadership is essential in achieving high expectations and ambitions for all learners. There continues to be a range of professional learning opportunities for staff to develop in this area, for example through Masters Level learning as well as the Into Headship and Excellence In Headship programmes. Senior Leaders provide strong leadership which enables our schools and centres to continuously improve.



**In 2021-22 100% of schools continued to self-evaluate their performance as 'good' or better for leadership of change 75% were 'very good' or better**

## OUTSTANDING ACHIEVEMENT

**The S6 Charities Committee at Eastwood High School have worked tirelessly to raise funds for a range of chosen charities such as Children in Need, Red Nose Day and Radio Lollipop. They have been involved in the planning, advertising, promotion and running of events which have raised more than £2400.**



## Newly Qualified Teachers

38 primary and 86 secondary probationer teachers successfully completed their one year Teacher Induction Scheme placement in June 2022 and have achieved the GTCS Standard for Full Registration.

They were well supported in their schools and through a comprehensive authority wide training programme facilitated by the Education Department. Probationer teachers successfully completed a professional inquiry during the course of the session with support from the Quality Improvement Team and school staff, and their findings were shared at a showcase event in May 2022. In a survey carried out in June 2022, all probationers who responded agreed that professional learning provided by the local authority had developed their professional values and commitment, and professional skills and abilities.

## Research Hubs

In partnership with the University of Strathclyde, Research Hubs which provided training and ongoing support for practitioners on appropriate and impactful professional inquiry, were established in Cross Arthurlie Primary and Woodfarm High School. Every teacher engaged with a professional inquiry and, in some cases, collaborative inquiry with their peers which has further promoted the culture of professional inquiry across each establishment.

Probationer teachers successfully completed a professional inquiry during the course of the session, with support from the Quality Improvement Team and school staff, and their findings were shared at a showcase event in May 2022. In a survey carried out in June 2022, all probationers who responded agreed that they had developed as an enquiring professional through involvement in professional inquiry.

"The research hub allowed Cross Arthurlie staff to continue in their development of Practitioner Inquiry as a sustainable form of professional learning which has a positive impact on staff and children. We have developed a culture of enquiry with all staff across the school and nursery working individually and collaboratively to solve problems. The support from Strathclyde University helped us refine our model of practitioner enquiry and ensure that improvement was measured using data that is readily available and meaningful. Sharing our processes and progress with one another at the end of the school session was a genuine celebration of our achievements.

*The improvement seen by staff and the positive impact on them and their children has ensured that all staff are fully committed to practitioner enquiry. We have also shared our model for inquiry with other schools who are seeking to further develop this within their own establishment."*

**Head Teacher,  
Cross Arthurlie Primary School**

## Professional Learning

Between August 2021 and June 2022, 263 courses were facilitated by the Quality Improvement Team and Education Psychology Service. Training programmes focussing on Moderation, Literacy, Numeracy, STEM and Leadership have significantly increased the confidence of practitioners to improve learning, teaching and assessment. Evaluations of courses facilitated by the Quality Improvement Team demonstrated that almost all attending staff felt confident that their participation would lead to a positive impact on learners. Significant numbers of teachers participated in professional learning facilitated by the West Partnership, and increasingly our schools and ELC centres are sharing their professional learning across and beyond their clusters.

During session 2021-22, 19 teachers were engaged in Masters (SCQF level 11) learning with the University of Glasgow and University of Strathclyde. There was a particular focus in these courses on educational leadership and professional inquiry. Almost all teachers who completed their Professional Update in session 2021-22 evaluated the impact of their professional learning on themselves and pupils, and believed that their learning had improved their practice.

## Professional Update

Professional Update is a scheme of re-accreditation for teachers, which ensures the highest standards are maintained in Scottish schools. In September 2021, East Renfrewshire was recredited by GTCS to facilitate Professional Update. The GTCS recreditation report highlighted sector leading practice in the local authority.

East Renfrewshire Council completed the original Professional Update (PU) Validation process in August 2012. Since then there have been changes in approach to Professional Review and Development (PRD) for teachers and the PU process taking into account national developments in professional learning strategy and the launch of the revised General Teaching Council Scotland (GTCS) PRD Guidelines. The revalidation visit took place in September 2021 and some key strengths were identified:

- The Panel considered East Renfrewshire to be sector leading for Professional Update
- Council-wide approach to PU and commitment to supporting and engaging all teachers was commended
- Creation of a sustainable climate of trust that supports and promotes professional learning as a 'way of being'
- Quality assurance that continually seed the views of all stakeholders to support improvement.

**The Professional Update processes in East Renfrewshire have been revalidated for a period of 5 years.**

*"It was clear from the evidence presented throughout the Revalidation event that the processes supporting PU and PRD in East Renfrewshire Council has been well considered in line with the revised PU Revalidation Guidelines. The comprehensive reflective documentation clearly demonstrated that East Renfrewshire Council has been engaging in operationalising of PU policy to support all teachers. The self-evaluation outcomes shared at the strategic presentation were supported by the evidence presented prior to panel and were triangulated through positive and honest discussions with those in the focus groups."*

**Report of Professional Update Revalidation Event, September 2021**



## Improving Our Classrooms and Schools

Members of the Quality Improvement Team work in partnership with the West Partnership Regional Improvement Collaborative to provide this Masters Level professional learning programme for practitioners in the primary sector. Improving Our Classrooms (IOC) places classroom practitioners at the heart of school improvement and focuses on self-evaluation at classroom level leading to improved attainment and approaches to learning and teaching. All participating teachers are provided with a mentor from another school in East Renfrewshire who engages in training to ensure they are fully and well supported through the programme. Eleven teachers completed the programme and submitted a Case Study of Improvement.



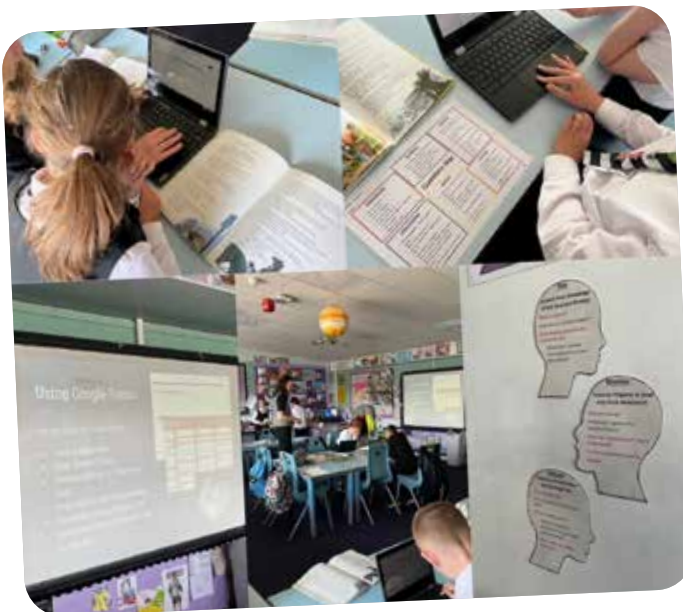
In 2021-22, a whole-school model, Improving Our Schools (IOS), was developed where all teachers in a primary school can engage in the professional learning programme together. One of our primary schools piloted this within the authority and found the process to be extremely impactful and supported them to use data-informed targeted interventions to improve attainment and achievement in numeracy and mathematics for all children across the school.

*“The IOC course is the best professional learning I have been involved in. Every week I have learned so much and I left every session with new ideas that I could implement in my class the next day. This course had an impact on me from the very first session and made me reflect on everything I do as a teacher. The course constantly encourages you to challenge your thinking and what you are currently doing in your school/class and forces you to reflect on how effective your practice is.”*

**Participant, IOC Cohort 3**

*“Taking part in IOC has been an excellent way to help me reflect on my practice and enhance it further by developing my confidence and knowledge of different areas of highly effective practice. I would recommend this to any teacher, no matter how much experience you have!”*

**Participant, IOC Cohort 3**



*“Engagement in the Improving Our Schools (IOS) pilot programme has influenced change across the whole school and enhanced our collaborative culture. When reviewing the range of evidence collated throughout the programme, it is clear our engagement has shifted hearts and minds in St Clare’s where teachers are open to change and fully committed to continuous improvement. It has placed improvement firmly in the hands of each class teacher, empowering them as lead learners within their classroom. All teachers have analysed the data and used this to plan targeted interventions, which have proven to raise attainment for their learners, as evidenced through class based assessments, SNSA and teacher judgements. All teachers report that IOS has facilitated a rich dialogue between all practitioners, which has centred on classroom pedagogy.”*

**Head Teacher, St Clare’s Primary (pilot school engaging in IOS)**

*“I enjoyed looking at tracking and interpreting data. I found the ‘Fact, Story, Action’ approach to tracking highly effective.”*

**Participant, IOS**

*“It was good to work with our trio to discuss journal questions and aspects arising from the webinars.”*

**Participant, IOS**

## NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### Adult Learning Services

During 2021-22, Adult Learning Services continued to offer online learning opportunities alongside the re-introduction of face to face contact with adult learners. The number of adult learners attending English as a Second or Other Language (ESOL) increased to 80 learners, who attended one of the 6 classes ranging from beginner to upper intermediate levels. The service continues to work in partnership with Clyde College for all the ESOL provision.

- 22 adult learners successfully completed ESOL for work programmes
- 6 of those learners then progressed into employment
- 12 adult learners achieved an SQA ESOL qualification at National 4 level
- 3 of those learners then progressed onto further college studies
- 41 parents successfully completed ESOL for Parents programmes focused upon improving skills, knowledge and confidence in relation to family learning goals
- 33 adult learners engaged in Adult Literacies learning over the past year.

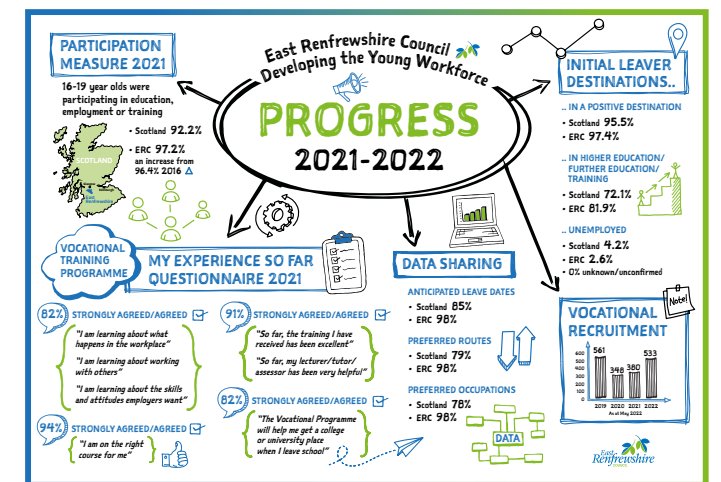
Building on the Digital Champions training the team engaged in with Connecting Scotland last year; they continue to play a key role in digital inclusion. They provided an additional 17 families and individual residents with a digital device, broadband connectivity and ongoing support to engage with learning and services online. Through consultation with learners, new online learning opportunities were developed to include a weekly, online drop in café to encourage engagement and topic specific weekly learning input.

In partnership with West College Scotland, 15 adult learners gained SQA qualifications in one or more of the following SQA courses at SCQF Level 4: Getting Started in IT, Lifestyle Advice & Mindfulness Strategies, Moving on in IT, Working in Early Learning & Childcare and Criminology: Crime in the Community. 25 adult learners were supported with employability learning programmes. For example, digital and technical support, advice on creating and editing CVs, searching for jobs online, accessing training and finding learning opportunities. With improved confidence and further developed employability skills, all learners felt confident enough to apply for a range of jobs.

## Developing the Young Workforce

A focus on Developing the Young Workforce (DYW) in both the BGE and Senior Phase continued last session, with a new DYW plan developed focusing on 3 key areas:

- **Curriculum** - we will expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills for work
- **Collaboration** - we will foster partnerships, creating a learning system that prepares all children and young people for the world of work
- **Equity** - we will promote diversity, inclusion and equity at all levels of Developing our Young Workforce.



## Vocational Education

Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and support them to develop skills for work. The vocational opportunities on offer reduced as a result of Covid-19 with more young people opting to study in school. In addition, many partners had challenges redesigning their courses to a remote learning model. The number of young people participating in vocational courses also increased from 346 in 2020-21 to 365 in 2021-22. The Foundation Apprenticeship (FA) programme is now embedded in the senior phase offer in our schools. The unique opportunity of work based learning provided by (FAs) has increased to 28 courses available with a spread of one year and two year courses.

The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college partners and training providers who work well with us to maintain pupil progress and intervene where appropriate, offering further support as required.



## School Leaver Destinations

The Covid-19 pandemic had previously impacted on the percentage of leavers in a positive destination (initial destinations recorded as 96.2% in 2019-20). In 2020-21, initially 97.4% of leavers were in a positive destination compared to 95.5% nationally. Skills Development Scotland (SDS) and the Scottish Government worked together to develop a measure of participation which allows identification of the participation status of the wider 16-19 year old cohort.

As agreed by Scottish Ministers, the Annual Participation Measure (APM) has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation in education, employment, training or other positive post school destination.

**In 2022, 97% of ERC 16-19 year olds were participating in a positive outcome, well above the national figure of 92.4%**



East Renfrewshire having the highest proportion nationally of young people actively participating in society in a positive way. Our partnership with SDS has ensured that our young people, staff and parents receive the most up to date, relevant labour-market information to support their learner pathways. Staff participated in professional learning to enhance their knowledge in relation to careers information and guidance. We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. A priority of the DYW School Coordinators is to work with employers to allow our young people to demonstrate and apply these skills in different contexts.

They have also started to explore a variety of models to meet the needs of their context and cohort, recruiting a more diverse range of staff with a broad skill set to enhance support for employability.

These models are being discussed across ERC to share effective practice. This is impacting positively on building staff capacity in relation to skills development and employability and in some cases, having a direct impact on individuals and families within the school community who are receiving appropriate support, often out with the school day.

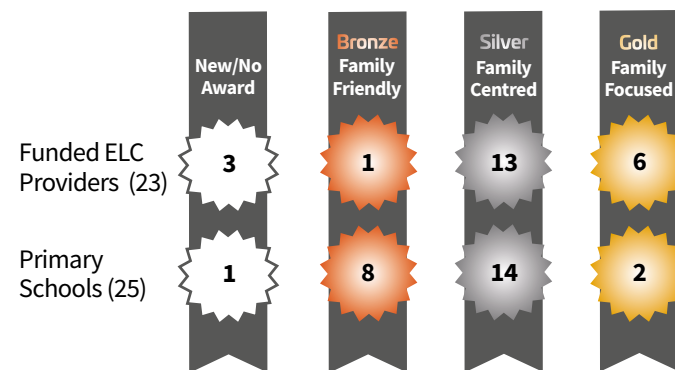
In 2021-22, there was a return to employer event activities with Employer Branches for both young people in mainstream and an event for young people from our specialist provision.



## Parental Engagement and Involvement Strategy

Despite the ongoing restrictions on parents entering our buildings which remained in place until April 2022, 4 more ELC settings achieved Gold Family Focused status this year: Thornliebank, Mearns Nursery Class, Glenwood, Isobel Mair Family Centres, with Busby being reaccredited Gold. St Cadoc's Nursery Class, one of our newest settings which opened in 2019, achieved Bronze Family Friendly status. In addition, Mearns Primary School, became the second school to achieve Gold Family Focused status.

Family Centred approaches data:



Once public health restrictions were lifted all of our settings were keen to re-engage with parents and invite them in to share in their child's learning and end of term celebrations. For some families, this was the first time they had ever been in their child's school or nursery.

East Renfrewshire Education Department launched its revised Parental Involvement and Engagement Strategy 2022-2025, early in 2022. This strategy focuses on 3 broad areas: Communication, Collaboration and Consultation and aims to:

- improve the ways that we communicate with ALL parents to ensure that they are provided with the information and support that they need to be involved and engaged in their child's learning;
- expand opportunities for ALL parents to collaborate at all levels within our education system; and
- support consultation with parents in a variety of ways to fulfil our statutory duties and shape our services.



## UNCRC Rights Respecting Schools

Professional learning has been delivered in collaboration with the United Nations Children's Fund (UNICEF) and through the West Partnership to raise awareness of Children's Rights which is linked to the United Nations Convention on the Rights of the Child (UNCRC) Bill. A Young Person's Rights Group has been established in partnership with East Renfrewshire's Community Learning and Development (CLD) Team.

A total of 34 settings, an increase of 4 on last year, hold the Rights Respecting Schools award with 12 at Gold Level which signifies a school that has fully embedded the principles of the UNCRC into their ethos and curriculum.





## Customer Service Excellence

The Education Department undertook an assessment by SGS Customer Service Excellence in March 2022 and achieved a continued award of the Customer Service Excellence Standard.

The report recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. It identified the service as Fully Compliant against all criteria, with 9 areas of Good Practice and a further 31 areas of Compliance Plus, which are 'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.' The number of areas of Compliance Plus was maintained from the previous assessment in March 2021 and increased from 26 in November 2019.

*"The Education Department has continued to advance equity and excellence throughout a wide range of local and national attainment measures. Children and young people achieved high standards of attainment throughout the broad general education and senior phase. They have enhanced systems and approaches to deliver staff training, support and professional development opportunities online, including a wide range of training to support digital learning and teaching continue to be utilised and evaluated."*

**Customer Service Excellence Assessment Report, March 2022**

## Convener's Awards for Outstanding Achievement

The annual Convener's Awards were celebrated with an online event in June 2022. 35 young people and groups from across the authority were recognised for outstanding achievements in various fields such as sports, creativity, community service and advocacy.

### OUTSTANDING ACHIEVEMENT

**A St Luke's High School pupil's charity work has had a huge impact on her local community. She took part in the YPI project and supported the local charity, Include Me 2 Club. Her team donated £3000 to the charity and she then became a trustee of the club. In recognition of her hard work, she was named 'Volunteer of the Year' and 'Barrhead Young Person of the Year'. She made it onto the Young Women's Scotland to 30 under 30 list and was recognised in the Scottish Parliament and Westminster.**

## Digital Learning and Teaching Strategy

All of our establishments have maintained good progress in their implementation of the actions outlined in the department's Digital Learning and Teaching Strategy, with many of the key outcomes being overtaken as a result of the continued use of digital technologies during the COVID-19 pandemic. A variety of professional learning sessions have been offered to build on the improving digital skills of teaching staff, enabling them to embed digital literacy skills into everyday learning and teaching. Evaluations indicated that most participants (80%) felt they had a better understanding of the digital tools and were more confident when using them after the sessions.



**80% of teaching staff have a better understanding of digital tools**

*"A worthwhile and informative session which will impact my professional development and understanding of utilising digital technology to best advantage."*

**Participant, Digital CLPL session**

Further investment in digital devices for all learners has improved equity for all learners and one of our Early Years' establishments became one of the first in Scotland to achieve a Digital Schools Award. Our usage of Glow, Scotland's national digital learning platform, has increased by 37% for pupils and 15% for teaching staff throughout the course of this academic year, demonstrating an upward trend of the use of digital tools in our classrooms.

*"Learners use a variety of technology on a daily basis to support and enhance learning. The school utilises a broad range of software and digital applications to provide a rich and diverse, cross-curricular learning experience for its pupils. There is a good range of software in use across the school, which supports the special needs of pupils. The school has enhanced provision and has built up expertise in the use of assistive technologies. Staff were very familiar with the needs of all learners and could tailor the range of adaptive settings within the devices to individual needs."*

**Isobel Mair School, Digital Schools Award validation report, August 2021**



## 1+2 Languages: Focus on CLPL

Primary and early years colleagues were supported through a wide range of professional learning opportunities focused on foreign language learning and pedagogy throughout the session.

- 50 practitioners attended regular ERC 'bitesize' French twilight sessions
- 34 practitioners participated in French and Spanish language learning courses for primary teachers, in partnership with Glasgow City Council
- 30 practitioners participated in pedagogy-focused languages courses in partnership with SCILT
- Four teachers achieved GTCS Professional Recognition for leadership of languages, with a further 10 currently working towards accreditation.

## Languages Leaders Network

A network of primary school staff with leadership responsibility for Modern Languages worked collaboratively throughout the session to further develop the primary French curriculum, with a focus on improving relevance, progression, and challenge and enjoyment. This work is supporting primary teaching staff to offer motivating, high quality language learning experiences at all stages. Early evaluation of impact suggests that language learning is increasingly being explored through cross-curricular themes in outdoor learning, health and wellbeing, literacy and numeracy lessons. In course evaluations, languages leaders noted improved knowledge and skills in progressive development of listening, talking, reading and writing.

*"It has been helpful to think more globally about French within our curriculum."*

**Primary Languages Leader**

*"I got some great pupil feedback and a lot of the children expressed that they enjoy learning French and feel more confident this term!"*

**Participant, Bitesize French CLPL**

## Erasmus+

40 primary and early years practitioners from 15 establishments travelled to France during the spring holiday to participate in a six-day French immersion professional learning course. The course was fully funded by the EU Erasmus+ scheme, having been postponed from April 2020 due to the Covid-19 pandemic. Learning activities were focused on effective modern languages pedagogy for young learners, embedding language learning across the curriculum, and further developing French language knowledge and skills.

In evaluations, all practitioners reported that their individual learning goals had been met or exceeded. Almost half of participants have registered for further modern languages professional learning with many reporting increased confidence to deliver CLPL for colleagues as well as French learning and teaching. Professional dialogue with participants and senior school staff revealed wide implementation of ideas from the course in playrooms and classrooms during Term 3.



*"The immersion course was the best learning experience I have ever taken part in. It has allowed me to grow in confidence with learning and teaching French."*

**Participant, French immersion course April 2022**





## STEM Strategy

The Education Department Science, Technologies, Engineering and Maths (STEM) Strategy and associated action plan was updated in 2021-22 in line with the national STEM Education and Training Strategy: Refresh (May 2022). Its main aims are to upskill staff, build capacity and develop and sustain greater partnership working across our establishments, with partners in further and higher education, related industries and other STEM organisations.

Through the Raising Aspirations in Science Education (RAiSE) programme a Primary Science Development Officer (PSDO) has been recruited to lead and co-ordinate high-quality professional learning and to support practitioner planning, networking, and collaboration.

The PSDO had been building capacity through a programme of professional learning and the provision of support to all primary schools to enhance experiences for all learners. National PSDO network events and training throughout the year allow the PSDO to collaborate with, share and learn from other RAiSE Officers to maximise collective capacity and impact.



## OUTSTANDING ACHIEVEMENT

A pupil from Woodfarm High School has been commended for her achievements in Advocacy. She has been committed to ensuring the voices and opinions of young people and the community are heard. Through her involvement in a variety of groups and forums such as the Woodfarm Pupil Parliament, the Woodfarm Amnesty Group, the Woodfarm 'Making Sense of' Group and East Renfrewshire Youth Voice, she works with people within her own community and beyond to raise awareness of human rights, raise funds and campaign for improvements.

## What are we going to do now?

- Review, update and implement a revised leadership strategy
- Support and challenge schools to develop their approaches to learning and teaching using the most up to date pedagogical research and practices, implementing the CLPL framework and sharing approaches to professional inquiry across our schools and centres, including through Research Hubs
- Develop and deliver targeted programmes to support adult learners to improve skills for life, in particular literacy, numeracy and maths skills of adult learners
- Continue to implement the Parental Engagement and Involvement Strategy 2021–2024
- Continue to work in partnership with ELC settings, schools and ERC Culture and Leisure Trust to ensure all children and young people have high quality opportunities for achievement that are recognised and celebrated
- Review, update and implement the Digital Learning and STEM Strategies.



# Excellent Experiences

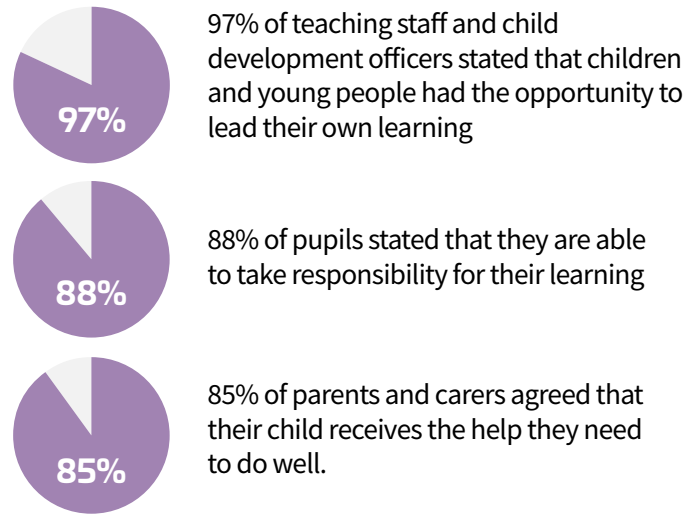
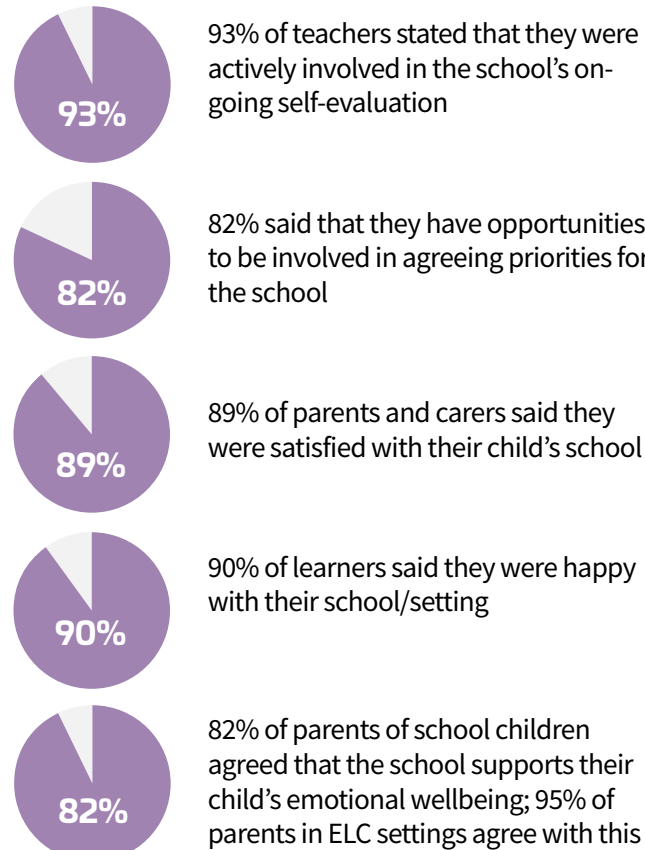
It is recognised nationally, that the high standard of education in East Renfrewshire, which has been sustained over many years, leads to positive outcomes for learners. We are ambitious for each and every one of our children and whilst attainment is consistently strong, we work continually to raise the bar for all. Our staff are our most valuable resource. We place great importance on investing in them to ensure that they are equipped with the necessary skills and knowledge to deliver creative and engaging experiences for all.



In 2021-22, 100% of schools self-evaluated their provision and 'good' or better for learning, teaching and assessment. 50% were evaluated as 'very good'.

## Questionnaire Data

Statistics gathered from questionnaires in 2021-22 showed that:



## Collaborative Improvement Visits

In 2021-22, Collaborative Improvement Visits (CIVs) for Early Years, Primary and Special Sector, were piloted in 4 establishments. The model for the visits was developed by a group of Head Teachers. Cartmill Family Centre, Crookfur Primary School and Family Centre, Cross Arthurlie Primary and Nursery Class and Kirkhill Primary all engaged in these visits throughout session 2021-22. The focus of these visits were decided upon collaboratively by the establishment and the visiting team with a consistent focus on learning and teaching and raising attainment for all. The purpose of the visits is to support the establishment's self-evaluation and quality assurance processes and practices relating to key questions relevant to continuous improvement as detailed in their improvement agenda.

Collaborative Improvement Visits also took place with secondary practitioners in Mathematics and Creative and Performing Arts departments.

These visits foster opportunities for colleagues to work collaboratively to share what is working well and support improvement. The visits have promoted partnership working to ensure that we achieve sustainable improvements for all children and young people.



## Primary Music Residential

For the first time since May 2019, the Primary Music Residential Course at Lendrick Muir in Clackmannanshire took place in May 2022. 50 Primary 7 pupils from all over East Renfrewshire came together to form a String Orchestra accompanied by eight members of the Instrumental Music Service. The children mastered six pieces during the week which allowed them to develop their musicianship, string skills and ensemble work. In addition to this, they engaged in out-door pursuits such as mountain biking, bungee trampolining and high ropes and learned the ukulele in the evenings. The week culminated in an evening performance at Carlibar Primary School for parents and friends in the first live concert taking place by the Instrumental Music Service since February 2020.



*"The concert was wonderful, I especially loved the live looping (never seen that before) and the Ukuleles. Amazing what was achieved in such a short space of time!"*

**Parent of child attending P7 Music Residential**

*"I just wanted to say thank you, to all the staff for running the strings week residential last week. Despite some nerves beforehand from my son because he didn't know anyone else going, he had a fantastic time. He made new friends and really enjoyed the opportunity to learn new pieces and play with other people. He also loved all the activities at Lendrick Muir. He came home very animated and full of stories about the fun he had had"*

**Parent of child attending P7 Music Residential**

*"Thank you so much for organising it. The opportunity was a great learning and confidence building experience for him, both musically and personally, and we are very grateful for the huge effort that you must all have put in to make it happen."*

**Parent of child attending P7 Music Residential**

## OUTSTANDING ACHIEVEMENT

A pupil from St Ninian's High School has successfully achieved a place within the Scottish Ballet Senior Associate programme and Royal Conservatoire of Scotland Ballet programme for six consecutive years.

He has secured one of only 15 places available throughout Scotland on this highly competitive programme. Through his commitment and dedication to dance he has excelled in all aspects of SQA dance and he demonstrates exceptional technical and performance skills in a wide range of genres.



## Widening Participation

All secondary schools worked in partnership with Glasgow University to support eligible young people into higher education through the Top-Up, Reach and Access to a Career programmes. Through the widening access programmes young people from targeted groups can engage in a range of learning activities to enhance their self-study skills and preparedness for higher education. Successful participants are eligible for adjusted offers for university courses.

41 young people completed widening access programmes in 2021-22 through a range of webinar-based, tutorial-based and independent learning activities. As a result, 25 East Renfrewshire young people were eligible for adjusted offers to enter a wide range of higher education courses in Autumn 2022. This represented 61% of the young people who completed their programmes last session.



## Equality, Diversity and Social Justice Equalities Network

School Equalities Coordinators met online termly to undertake professional learning and share practice to promote equality. A range of partners from Education Scotland, universities and third sector organisations together with the quality improvement team, provided professional learning opportunities focused on promoting children's rights, reducing gender-based violence and supporting bilingual learners.

A group of coordinators from 12 schools worked throughout the session to evaluate the cost of the school day in their establishments, supported by the quality improvement team. Schools engaged with pupils, parents and staff in their school communities about financial pressures, then used the results of their consultation to develop action plans to reduce the cost to families of school attendance and participation. As a result, a number of schools have identified new ways to support families through initiatives such as uniform recycling schemes, more budget-friendly fun events and signposting to financial support services.

Most parents and carers indicated in a recent survey that the cost of participating in school activities and events is affordable.

**77%**  
affordable



## NIF Priority 3: Improvement in children and young people's health and wellbeing.

### Healthier Minds

Between July 2021 and June 2022, the Healthier Minds Screening Hub has discussed the emotional wellbeing of 416 children and young people, 62 of these were re-referrals. 94% of the children and young people who received support from the Healthier Minds team reported improved outcomes, with all parents and carers saying they would recommend the service to others.

Our Healthier Minds website continues to evolve in response to feedback from children, young people, families and schools and is the hub for those seeking more information on self-help, support and local services.

In 2021-22, new topics were provided to support children and young people to make sense of current events, such as the war in Ukraine. Guidance documents and online resources were also developed on the following topics: 'Emotionally Based School Absenteeism' and 'Eating Problems and Eating Disorders.'

### Educational Psychology Service

The Educational Psychology Service (EPS) continues to provide a comprehensive CLPL programme for education staff across the authority, with universal, targeted and intensive programmes and resources. These aim to build capacity amongst staff to enable them to support all aspects of children and young people's mental wellbeing. The EPS has also delivered Mindfulness sessions to staff to enhance their own wellbeing.

Training Sessions and CLPL Programmes delivered in 2021-22 include:

- Supporting Pupil and Staff Wellbeing
- Implementing Bereavement and Loss Lessons across the Curriculum
- Eating Problems and Eating Disorders
- Applied Suicide Intervention Skills and Training
- Emotionally Based School Non-Attendance
- Supporting Children
- Mindfulness Sessions for Staff
- Meeting Learners' Needs and Promoting Positive Relationships for Newly Qualified Teachers.

All CLPL programmes and sessions have been well attended and positively evaluated. The Educational Psychology Service continues to provide support and consultation to schools and ELCs on the topics covered to establish the impact of staff CLPL on pupil wellbeing.

- All participants attending the 2-day Applied Suicide and Intervention Skills and Training indicated that they felt more prepared and confident to support someone at risk of suicide
- There were 60 responses from probationer teachers following the 'Meeting Learners Needs and Promoting Positive Relationships' training. 40 of the participants rated the session 4 out of 5. Most of the respondents described the session as enhancing their knowledge and teaching skills and reinforcing the importance of positive relationships with pupils

Of the 36 responses to the evaluation of the supporting pupil and staff wellbeing session, the average star rating for the usefulness of the session was 4.83/5.00. In response to the statement 'I have learned helpful information about the impact of development trauma on children and young people', the average rating was 4.92/5.00. The 36 respondents also gave an average rating of 4.56/5.00 to the statement 'I have learned useful ways of looking after myself.'



*"I now have a deeper understanding of the psychology behind a young person's behaviour and actions. I will also use advice given in the course in my classes to improve my practice."*

**Participant, EPS training course**



## Learning for Sustainability

Learning for Sustainability (Lfs) is a theme across learning within the curriculum which enables learners, educators, education settings and their wider communities to build a socially-just, sustainable and equitable society. It supports the development of knowledge, skills and values at the heart of the curriculum's four capacities and supports engagement with the United Nations Sustainable Development Goals. Pupils continue to participate in a wide range of Lfs activities including award based programmes such as the Duke of Edinburgh Award, John Muir Award and Eco School Green Flag. 61% of primaries and 57% of secondary schools hold an Eco Schools Green Flag Award, a higher proportion of schools than in any other local authority.

Nine educational establishments worked in partnership with the environment department to plant trees in "Wee Woods" sites across East Renfrewshire, to recognise the importance of COP26.

In partnership with Winning Scotland Foundation, 7 settings are undertaking professional inquiry linked to the whole setting approach to the development of growth mindset, through the Mindset Teams programme. We have also worked with our partners in HSCP to agree a pilot of a new Winning Scotland programme, Mindset In Care.

School staff continue to benefit from high quality professional learning linked to Learning for Sustainability and Global Citizenship provided by West of Scotland Development Education Centre (WOSDEC); a key partner in Lfs. This has included Career Long Professional Learning (CLPL) offered to all probationer teachers.

One of our secondary teachers was presented with the Education Scotland Learning for Sustainability Practitioner Award for her work with a group of young people in St Ninian's High School working towards the National Progression Award for Beekeeping.

*"It would be amazing if every learner received their entitlement to Lfs because we would be able to open up so many young people's eyes to see how we, together, can make a difference to our environment and protect this planet and people would change the way they do things in order to protect all the things around them."*

**Teacher, Lfs Practitioner Award Winner**



*Lfs is incredibly important for increasing our knowledge about the environment because we are in a climate crisis right now and the responsibility of improving it and making it a better place is ultimately up to us so learning about this in school helps us to make the world a better place."*

**Pupil, Beekeeping NPA**



## Corporate Parenting and Young Carers

A new framework has been established allowing better measurement of the progress in attendance and attainment of care experienced learners through analysing data specific to the different categories of care experience, providing greater insights to inform our approach.

The overall attendance level for looked after pupils of 90% in East Renfrewshire compares favourably to the last national figure of 87%. An in-depth audit of emotionally based school absenteeism was undertaken, and targeted support is planned for next session.

Most primary and all secondary schools have engaged with a Young Carer development worker who has delivered assemblies, workshops and drop-in sessions for pupils, and training for staff. There has been an increase in the number of carers being identified by schools and being supported by the Carers Centre as a result of this activity.



## Joint Inspection of Children's Services

The Care Inspectorate implemented a Joint Inspection of Children's Services for Children and Young People at Risk of Harm in East Renfrewshire. The inspection team found the work of the partnership to be excellent and highlighted the following areas of strength:

- Sustained positive trends in child health, educational attainment and positive destinations for school leavers
- Strong partnership working
- Targeted supports in education services to help them engage in learning
- Participating meaningfully in decisions that affect their lives
- Children and young people were well supported to exercise their rights to make real choices in matters that were affecting their lives.

The QI team carried out a case file review to ensure that child protection files maintained by establishments reflect the highest standards of practice. Quality Improvement Officers sampled at least one file in most establishments. The case file review demonstrated that child protection files are being maintained to a consistently high standard, and that staff are confident in responding to any child protection or safeguarding issues. Adults know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm. The views of children and parents / carers are taken into account during safety planning.

## Nurturing Approaches

A range of professional learning opportunities continue to be available and provided for practitioners to develop and share ideas, practice and resources to translate the principles underpinning Nurturing Approaches into daily practice.

Neilston Primary School was accredited as a National Nurturing School in November 2021. This award recognises the school for providing pupils with a higher level of nurturing support to achieve their full potential.

*"Nurture principles are visible in all classes as well as around the school and are referred to, creating a feeling of belonging and unity for the whole school community. The quality of the staff shone through, they are knowledgeable, motivated and creative in their approaches to the health and wellbeing support needs of pupils as well as being supportive of each other."*

**The National Nurturing Schools Programme, Assessment Report, November 2021**

*"I am immensely proud of the work that my team do and this accreditation demonstrates our pupil-centred, wellbeing focused approach."*

**Head Teacher, Neilston Primary School**





## ASL Review

A review of Additional Support for Learning (ASL) in East Renfrewshire Council was undertaken in 2021. Its purpose was to consider how we can provide high quality support to children and young people with Additional Support Needs (ASN) who attend specialist provision whilst also providing enhanced ASN provision in our mainstream schools through sharing of specialist knowledge, training and resources.

During the process, staff, parents and carers and children and young people were consulted in order to obtain their views. Almost all parents and carers said they feel their child/young person is treated fairly and with respect. The Quality Improvement Team devised an action plan to address the recommendations and, through 4 work streams – Vision, Culture and Climate, Specialist Provision and Professional Learning - will work closely with staff from settings and schools and across the department to support them to make the necessary improvements to practice.

## Anti-racism

The department worked in partnership with University of the West of Scotland to further develop anti-racist approaches to education through ‘Let’s Talk About Race’ sessions. These small-group professional learning sessions supported 33 head teachers, 30 teaching staff and 7 quality improvement officers to develop a more nuanced understanding of racism and further develop racial literacy. A further five teaching staff also completed Education Scotland’s Building Racial Literacy programme.

Evaluations of all sessions were very positive and indicated that participants felt better equipped to create a culture of race equality in their establishments.

All participants in ‘Let’s Talk About Race’ sessions agreed or strongly agreed that they:

- felt more confident talking about racism
- felt more confident about how to create an anti-racist learning environment
- intended to share their learning about racism with others.

An Education Development Officer was appointed in April 2022 to further expand the support available to schools to develop anti-racist education, promote global citizenship and support bilingual learners and families.

*‘I am now much more aware of my role as a socially just leader and will be ensuring that staff, parents and children are racially literate. I will be including some of the learning and actions into my Improvement Plan 2022-23.’*

**Head Teacher Participant, Let’s Talk About Race**

## Anti-bullying

Our educational establishments continue to report a low number of incidences of bullying and racist behaviour.

The annual anti-bullying return shows there were 42 recorded bullying incidents in 2021-22, a decrease of 9 from 2020-21. The three-year average number of incidents is 48.

Incidents and alleged incidents of racist behaviour remained low across both primary and secondary establishments. Those which did occur were dealt with sensitively and appropriately with restorative approaches.

## Violence Against Women

The education department is working in partnership with the Violence Against Women Partnership to raise awareness of and reduce incidences of gender based violence. We have provided schools with guidance on dealing with Gender Based Violence in Schools.

A Rape Crisis prevention worker has worked in partnership with Child Protection coordinators and pastoral care staff in our secondary schools, delivering workshops and providing support for young people. Our secondary schools have registered with the Rape Crisis’ Equally Safe At Schools programme, and one school has begun its journey to become an accredited Equally Safe School.



## Mentors in Violence Prevention

All secondary schools have received training in Mentors in Violence Prevention from Education Scotland, along with partners from VAW Partnership, CLD, Women’s Aid and Police Scotland. School staff and partners then train senior pupil to become mentors and deliver workshops through the PSHE programme. Evaluations of the professional learning provided by Education Scotland for staff were very positive, demonstrating an increased awareness of the issues relating to this subject.

Professional learning for staff in educational establishments is provided at Child Protection Coordinator meetings and through the multi-agency and Public Protection Calendar.

## Exclusion Rates

The Education Department continue to work in partnership with schools to create and support opportunities for schools to provide nurturing interventions for young people, through both targeted and whole school interventions in order to manage behaviour in a proactive way.

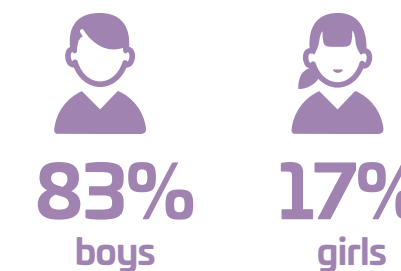
In 2021-22, there were no permanent exclusions. The rate of exclusions in East Renfrewshire schools remained very low, however there was an increase in the overall number of exclusion incidents from 2020-21.

Overall exclusions across the primary and secondary sector increased to a rate of 2.4 incidents per 1000 pupils with 6 half days being lost per 1000 pupils, an increase from 1.2 and 5 respectively in 2020-21. Exclusion rates in 2021-22 are significantly lower than the national values of 11.9 exclusion incidents per 1000 pupils.

In 2021-22 there were no exclusion incidents in the primary sector. Nationally, the rate of exclusions in the primary sector is 6.4 incidents per 1000 pupils which is a decrease from 8.1 incidents per 1000 pupils in 2018-19 (2019-20 and 2020-21 data include significant periods of school closure and therefore make comparisons more difficult).

There were 41 exclusion incidents in the secondary sector in 2021-22, up from 18 the previous year. Consequently the rate of exclusions in the secondary sector increased to 5.1 incidents per 1000 pupils and 12.9 half days lost per 1000 secondary pupils (up from 9.3 half days lost per 1000 secondary pupils in 2020-21). The authority rate is significantly lower than the national rate of exclusions in the secondary sector at 33 incidents per 1000 pupils, which overall is a decrease from 39.6 in 2018-19.

There were no exclusions of pupils from Isobel Mair School or from within our Care Experienced community in 2021-22.



Overall, the proportion of temporary exclusion incidents was split 83% boys and 17% girls for this session – the first time that girls have been excluded since 2019-20.



## Attendance

Overall, attendance in the Primary Sector decreased in 2021-22 to 93.9% from 96.8% in 2020-21. The overall attendance drop in 2021-22 resulted in a reduction in both male and female attendance to 93.8% and 93.9% respectively; creating a very small gap of 0.1%.

Attendances within the Secondary Sector are calculated for S1-S5 only. In 2021-22, overall attendance in the secondary sector was recorded as 91.4%; 2.9% less than 2020-21 and the lowest recorded in the past six years. In 2021-22, overall attendance of males and females was recorded as 91.7% and 91.1% respectively, a decrease of 2.7% and 3% respectively from 2021-22.

The department will continue to set attendance targets for schools and provide support and advice to achieve these.



## Facilities Management

In accordance with national legislative changes, in August 2021, Facilities Management and Catering Services extended the free school meal provision to include all children at the P4 year stage and from January 2022, extended free school meal provision further to include all P5 pupils. The success of the rollout of the provision was further highlighted in the Scottish Government's annual census on school meals which showed that East Renfrewshire schools had the second and third highest proportion of pupils accessing a free or paid for meal in the primary and secondary sectors respectively.

The Catering Service was also reaccredited for Food for Life and Coeliac UK certification. The Catering Service will look to utilise the findings of the research reports from its secondary school meal partnership work with the Scottish Poverty and Inequality Research Unit at Glasgow Caledonian University.

The janitorial and cleaning teams continued to maintain high levels of service throughout 2021-22. Janitorial and cleaning staff made a crucial contribution to the success of educational establishments by ensuring appropriate cleaning regimes were in place and overseeing the ongoing maintenance and building improvements throughout the authority.



## Period Product Consultation

Throughout May and June 2022, we consulted with pupils, staff and parents on the provision of period products across our schools and ELC establishments. Whilst products have been available in our schools for a number of years, new Scottish Government legislation required such products to be made freely available across all public buildings.

A total of 330 individual responses were received, expressing a range of preferences about both the current availability of products across our establishments as well as outlining how they would like to see provision improved in the future. This has informed the development of an East Renfrewshire Council-wide statement of provision and the department will be continuing to work closely with our pupils and staff to continue to improve access and reduce stigma around period products.

 **330**  
responses  
were received

## Investment

Education Recovery funding continued to be targeted to support recovery from the pandemic in line with the department's Building Back Better and Fairer framework. This included the allocation of additional teaching and support staff to schools and early years centres as well as funding for specific cleaning and PPE resources. Careful management of this funding enabled additional support staff to be retained until the end of school session 2021/22.

Specific funding supported the rollout of universal free school meal provision to all P4 and P5 pupils, as well as the introduction of meals for all children in early learning and childcare accessing their statutory entitlement. Eligible pupils have also continued to benefit from free school meal funding during school holidays as well as family pandemic payments at various points throughout the year.

The department's core budget returned an underspend of around 0.5% for 2021/22 with the ongoing efficient use of resources also evidenced by continued above average performance in terms of cost per pupil place.





## Modernisation

The expansion of the early learning and childcare estate was completed with all new centres fully operational from August 2021. Similarly the extension of facilities at St Ninian's High School was completed as planned for session 2021/22.

The current capital plan includes the following projects which have commenced or will be progressed over the coming years:

- In June 2022, work began on the Learning and Leisure in Neilston Project which will result in the creation of an education campus comprising of new build replacements for Neilston Primary School, St Thomas' Primary School and Madras Family Centre, located on the current site of Neilston Primary School. Good progress is being made and the new facilities are scheduled to open early 2024
- Further extending Crookfur Primary School in view of increasing demand within the catchment area
- Providing additional learning and teaching spaces at Isobel Mair School
- The development of an all-weather sports pitch and running track at Mearns Castle High School



## What are we going to do now?

- Continue to expand and enhance the Healthier Minds Service to ensure it supports all children, young people and families
- Continue to support schools and the Instrumental Music Service to develop flexible approaches to delivery of instrumental music tuition
- Implement the recommendations from both the National ASL review and the department's ASN review, including providing professional learning around inclusive practice in ELC settings and schools
- Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of teacher workload and bureaucracy within establishments
- Develop and implement a Social Justice Strategy
- Devise and implement a Learning for Sustainability Strategy (Get to Zero)
- In partnership with colleagues across the Council, continue to implement The Promise, updated Child Protection Guidance, UNCRC, our Corporate Parenting Policy, Child Poverty Action Plan and the GIRFEC refresh
- Continue to seek investment to improve the learning environment for all our children and young people and expand provision as required.







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