

East Renfrewshire Council

Education Department

Local Improvement Plan

2018 – 2021

A message from Councillor Paul O'Kane

As the convener for education and equalities, I am very pleased to introduce the Education Department's Local Improvement Plan for 2018 – 2021. East Renfrewshire Council is committed to delivering the highest quality services for its residents and throughout my tenure as convener, I will continue to do my utmost to ensure this continues to be the case for Education Services.

The department's vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences* captures our aspirations and expectations for all learners and customers. It outlines our commitment to supporting everyone including staff, to realise their potential whether they work in or go to one of our schools, nurseries or centres and to achieving the National Improvement Framework priorities.

This Local Improvement Plan outlines the key outcomes we will be working to achieve in the next three years. This outcome focused approach will help us ensure that the services we provide have a positive impact on the children, young people and adults who use our centres, schools and services. It will also ensure we deliver the outcomes in East Renfrewshire's Community Plan in partnership with all our users and those with an interest and stake in education.

I commend the improvement plan to you and invite parents, carers and all our other partners to work with the staff in our schools and services in securing the outcomes and impacts identified in the plan.

Councillor Paul O'Kane
Convener for Education and Equalities

Introduction to Local Improvement Plan for 2018 - 2021

On a yearly basis the Education Department's Quality Improvement Team and service managers carry out an extensive audit to identify strengths in our current provision and areas where further improvement is required. The department's progress with the impact and outcomes listed in the Local Improvement Plan 2016 – 2019 was detailed in the Department's Standards and Quality Report 2016 – 2017, which is available on the Council's website¹ or from libraries, Council offices and schools. This revised Local Improvement Plan reflects the areas for improvement identified through this annual process, and will reflect the timescale of an academic year i.e. will guide improvements for the next three school sessions 2018-19, 2019-20 and 2020-21.

The outcomes and impact, together with the high level areas for improvement, have been updated and are organised under the department's vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences*. They clearly link to the National Improvement Framework and Improvement Plan 2018, the department's contributions to the Council's Outcome Delivery Plan 2018 – 2021 and the department's *Advancing Excellence and Equity in Education in East Renfrewshire*. Cognisance has been taken of teacher workload with a further reduction in the number of activities planned over the three year period. The Local Improvement Plan 2018 - 2021 provides schools and services with a framework for improvement.

The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. The plan also sets out how we will address the inequalities of outcomes that exist for different equity groups. Collaboration within schools, across schools and with colleagues from the West partnership will be vital in delivering the priorities set out in this plan.

I am confident that this Local Improvement Plan reaffirms our commitment to continuous improvement to ensure we maintain our provision of the highest quality learning and services and continue to achieve outstanding performances.

Mhairi Shaw
Director of Education

¹ www.eastrenfrewshire.gov.uk/childrens_performance

Using this Local Improvement Plan

The Local Improvement Plan outlines the high level areas for improvement for all services and schools and is informed by the Department's Outcome Delivery Plan which details the targets and indicators that will be used to measure the impact of our work. This is illustrated in the diagram on page 4, included in which is the Council's Corporate Statement, the Strategic Outcomes that relate directly to the services the Education Department provides and the connection between national and local plans. Links between the National Improvement Framework priorities and drivers have been incorporated into the plan. The West Partnership Improvement Plan sets out the areas that the eight Local Authorities will collaborate on regionally to support and challenge establishments to improve.

The plan lists the expected outcomes and impact under the headings of the departmental vision statement. It contains a list of high level areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes. The list is extensive but it is not intended that each school or service should include every strand, or even every Key Area, in its improvement plan for the next three years. For example, a primary school where leadership has recently been evaluated as 'excellent' by the Quality Improvement team or Education Scotland would not be expected to include that as a priority for change in its improvement plan. In the same way, a secondary school where attainment in literacy and numeracy in the Broad General Education is very high would more sensibly focus on the identified shortcomings in performance in SQA examinations. The purpose of this Local Improvement Plan is to help and guide individual centres, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.

There are a number of steps which each centre, school, cluster of schools or service should take in planning for improvement:

- Carry out a self-evaluation of performance to date using the relevant Quality Framework e.g. How good is our school? or How good is our early learning and childcare? Account should be taken of recent evaluations resulting from an inspection by Education Scotland or a review by the Education Department's Quality Improvement Team.
- Schools and services should prepare a Standards and Quality Report, which reflects the Education Department's guidance on reporting and summarises the results of the self-evaluation.

- Identify aspects of performance in which improvement is necessary. Give due weight to major strategic initiatives, local and national, for example the National Improvement Framework and Improvement Plan for Scottish Education, Curriculum for Excellence, Standards in Scotland's Schools etc. Act 2000, Advancing Excellence and Equity in Education in East Renfrewshire, Developing the Young Workforce, Children and Young People Act and the Education Scotland workload review.
- Collaborate with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes.
- Manage teacher workload by focusing on a small number of key priorities which can be implemented and take account of working time agreements.
- Draw up a list of the action points to be taken to bring about the desired improvements. This list should also give an indication of the likely timescale and the member(s) of staff who will be responsible for leading on each area where a need for improvement has been identified.
- The impact made in bringing about the desired improvements should inform the self-evaluation process and be reported in the annual Standards and Quality Report.
- Involve the authority's Quality Improvement Team at each stage in planning for improvement.

The authority has an important role to play in planning for improvement:

- Working with individual centres, schools and services in their evaluation of performance and provision.
- Assisting the school or service to identify the areas for improvement in the next cycle.
- Ensuring that the school's or service's improvement plan takes account of local and national priorities.
- Supporting the improvement agenda through appropriate continuing professional development activities including improvement partnerships.
- Monitoring progress through Transition Reviews and other aspect and thematic reviews.

East Renfrewshire Community Planning Partnership – Community Plan

East Renfrewshire's Corporate Vision Statement:

A modern, ambitious council creating a fairer future with all.

Key Strategic Outcomes (as related to the services delivered by the Education Department)

- All children in East Renfrewshire experience a stable and secure childhood and succeed.
- East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Fairer East Ren Plan

Focus on closing the gap, four key themes:

- Reducing the impact of child poverty
- Improving employability
- Improving mental health and wellbeing
- Reducing social isolation, loneliness and increasing safety

Locality Plans

Community led approach, developed for:

- Arthurlie, Dunterlie & Dovecotshall
- Auchenback

Education Department Outcome Delivery Plan

Intermediate Outcomes, Indicators and Targets

An indication of how we will measure our contributions to the delivery of the Community Plan, Fairer East Ren and Locality Plans

Education Department Local Improvement Plan

Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences
Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

National Improvement Framework and Improvement Plan 2018

Vision

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Four Priorities

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

Six Drivers of Improvement

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

West Partnership Regional Improvement Plan

Three Themes

- Improvement
- Learner Journey
- Early Learning and Childcare

Our vision is one of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. We believe that this vision can and will be realised through the commitments signalled in this plan and reinforced by the actions taken in our early years centres, schools and services to improve the quality of the experiences we provide for the children, young people, adults and families of East Renfrewshire. Our target outcomes and expected impacts in the next three-year cycle will be:

Everyone Attaining

National Priorities		
Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement	<ul style="list-style-type: none"> • Continue to be the highest performing mainland council area as measured by national examinations for school leavers • Improved attainment in the senior phase • Be the highest performing mainland council area as measured by Curriculum for Excellence levels • Improved reading, writing and mathematics attainment throughout the years of the broad general education • An improvement in the attainment of disadvantaged children and young people • An increase in the percentage of schools evaluated as 'good' or better for raising attainment and achievement • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities • An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school 	<ul style="list-style-type: none"> • Support and challenge establishments to raise attainment through analysis of data, improved professional judgements, the target setting process and improved learning and teaching; particularly for key equity groups • Support and challenge schools to improve outcomes for identified groups through their Pupil Equity Fund • Build capacity of senior staff and teachers in schools in using tracking and monitoring tools including Insight, SNSA, the BGE Improvement Tool and the Early Years Tracking Tool • Continue to support schools to implement the National Qualifications, including their assessment practices in line with the national framework • Implement the Numeracy and Mathematics, STEM and Literacy and English Strategies • Continue to provide parenting programmes, develop peer support groups and introduce groups for parents of children aged 0-8 and 8-16 • Provide support, including CLPL, for improvement partnerships and expand the use of collaborative action based research to improve outcomes for key equity groups • Implement the Early Learning and Childcare Strategy • Analyse the results of the expected developmental outcomes to identify strengths and areas where support is required in improving practices • Continue to work in partnership with colleagues across services to deliver the Council's Early Years Strategy

National Priorities		
Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Assessment of Children's Progress	<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • A culture of self-evaluation and continuous improvement in all schools and services • A skilled and confident workforce 	<ul style="list-style-type: none"> • Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review • Support schools and centres to strengthen practices in self-evaluation using <i>How Good is our School?</i>, <i>How Good is our Early Learning and Childcare?</i> and <i>How Good is the Learning and Development in our Community?</i>
Teacher Professionalism	<ul style="list-style-type: none"> • A culture of professional enquiry in all establishments • An increase in the percentage of schools evaluated as 'good' or better for leadership of change • A further improvement in school leaver destinations • An increase in the number of pupils, school leavers and adults with well-developed employability skills 	<ul style="list-style-type: none"> • Provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement • Implement the leadership strategy and devise a career long professional learning strategy • Implement the Digital Learning and Teaching Strategy • Support schools and work with partners to deliver the Developing the Young Workforce Implementation Plan • Continue to work in partnership to provide a range of adult learner centred programmes that support people to improve their skills for learning, life and work • Work with partners to support schools and services to improve transitions beyond school for all young people and especially those with additional support needs • Support schools to offer a range of opportunities which will help learners develop skills for life and work and celebrate achievements • Continue to support and challenge schools to develop systems for the recording, reporting and celebration of the personal achievements of all children and young people across the four contexts of learning • Continue to analyse and learn from complaints and amend practice to ensure improved experiences for service users and learners • Implement the Parental Engagement Strategy • Support establishments in attaining Family Centred Accreditation and devise a Family Centred Approaches Framework for secondary schools • Continue to implement national guidance on the Children and Young People's (Scotland) Act 2014
School Leadership	<ul style="list-style-type: none"> • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements • A consistently high satisfaction level of residents engaging with our services • Higher levels of parental engagement in their children's learning and in the life of the school 	
Parental Engagement		

Excellent Experiences

National Priorities		
Improvement in children and young people's health and wellbeing		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Assessment of Children's Progress	<ul style="list-style-type: none"> A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally An increase in the percentage of schools evaluated as 'very good' or better for learning, teaching and assessment Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it A culture based on Getting It Right For Every Child Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour A positive culture in health and wellbeing in every school and service Resources which lead to improvements for learners and service users 	<ul style="list-style-type: none"> Implement the Curriculum for Excellence Action Plan Establish in everyday practice a clear understanding of assessment, moderation and quality assurance in relation to both the broad general education and the senior phase Continue to implement the 1+2 Languages Strategy in all schools Continue to build on the successes of the Instrumental Music Service while focussing resources on promoting participation of disadvantaged children and young people Implement the Learning for Sustainability Strategy and Health and Wellbeing Action Plan Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all schools and classrooms Implement the Corporate Parenting Plan Implement the revised inclusion policy Continue to work with schools and services to implement the revised anti-bullying policy Help schools and services to promote and sustain a sense of equality and equity through the curriculum and service delivery and across all aspects of their work Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of teacher workload and bureaucracy within schools Target available resources in line with the Education Department vision Progress the Capital Plan as appropriate for the Education Department Implement the Early Learning and Childcare Expansion Plan Develop our digital capacity and modernise services for all learners and residents Continue maximising efficiency opportunities and planning ahead for further budget reductions
Teacher Professionalism		
Parental Engagement		
School Improvement		