

# Local Improvement Plan 2023–2026

East Renfrewshire Council Education Department



Everyone Attaining, Everyone Achieving through Excellent Experiences



## A message from Councillor Andrew Anderson

As the convener for Education, Equalities, Culture and Leisure, I am very pleased to introduce the Education Department's Local Improvement Plan for 2023-2026.

Despite the challenges of recent years, since becoming convener, I have been incredibly impressed by the focus and drive of our ELC settings and schools to improve outcomes for all our learners. During my tenure as convener, I will do my utmost to ensure this continues to be the case.

This Local Improvement Plan details the commitment of the Council to deliver the highest quality services for its residents, whilst setting out ambitious outcomes that captures our aspirations and expectations for all learners and customers. It outlines the key outcomes we will be working to achieve in the next three years whilst focusing on delivering the Education Department's vision of ***Everyone Attaining, Everyone Achieving through Excellent Experiences***.

The plan outlines the ongoing commitment to supporting everyone, including staff, to realise their potential whether they go to or work in one of our schools, ELC settings or services. It will also ensure we deliver the outcomes in East Renfrewshire's Community Plan and achieve the National Improvement Framework priorities.

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

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



## Introduction to Local Improvement Plan for 2023–2026

I am pleased to introduce the Education Department's Local Improvement Plan 2023-2026 which sets out our priorities and objectives for the next three school sessions 2023-24, 2024-25 and 2025-26.

The plan reflects the areas for improvement identified through an extensive audit process by the department's Quality Improvement Team to identify strengths in our current provision and areas where further improvement is required.

The department's progress as evidenced in this audit, is detailed in the Department's Standards and Quality Report 2021-2022 which is available on the Council's website or from libraries, Council offices and schools.

For as long as I can remember, there has been a relentless focus in all East Renfrewshire ELC settings and schools to raise attainment for all, whilst reducing the poverty related attainment gap. Looking back over the past few years, there is no doubt that progress has been challenged by the global pandemic in 2020, however some of the forced changes during this time led to innovative practice and a sharpening of the focus of what our priorities should be moving forward.

The high level areas for improvement, along with the outcomes and impact, 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 2023 and the department's contributions to the Council's Outcome Delivery Plan 2022-2023.

The Local Improvement Plan 2023-2026 provides schools and services with a framework for improvement and a 'unity of purpose' as we strive to improve outcomes and experiences for all our learners.

Mark Ratter  
Director of Education

## 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 Vision 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 2022/23 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.

The purpose of this Local Improvement Plan is to help and guide individual settings, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.

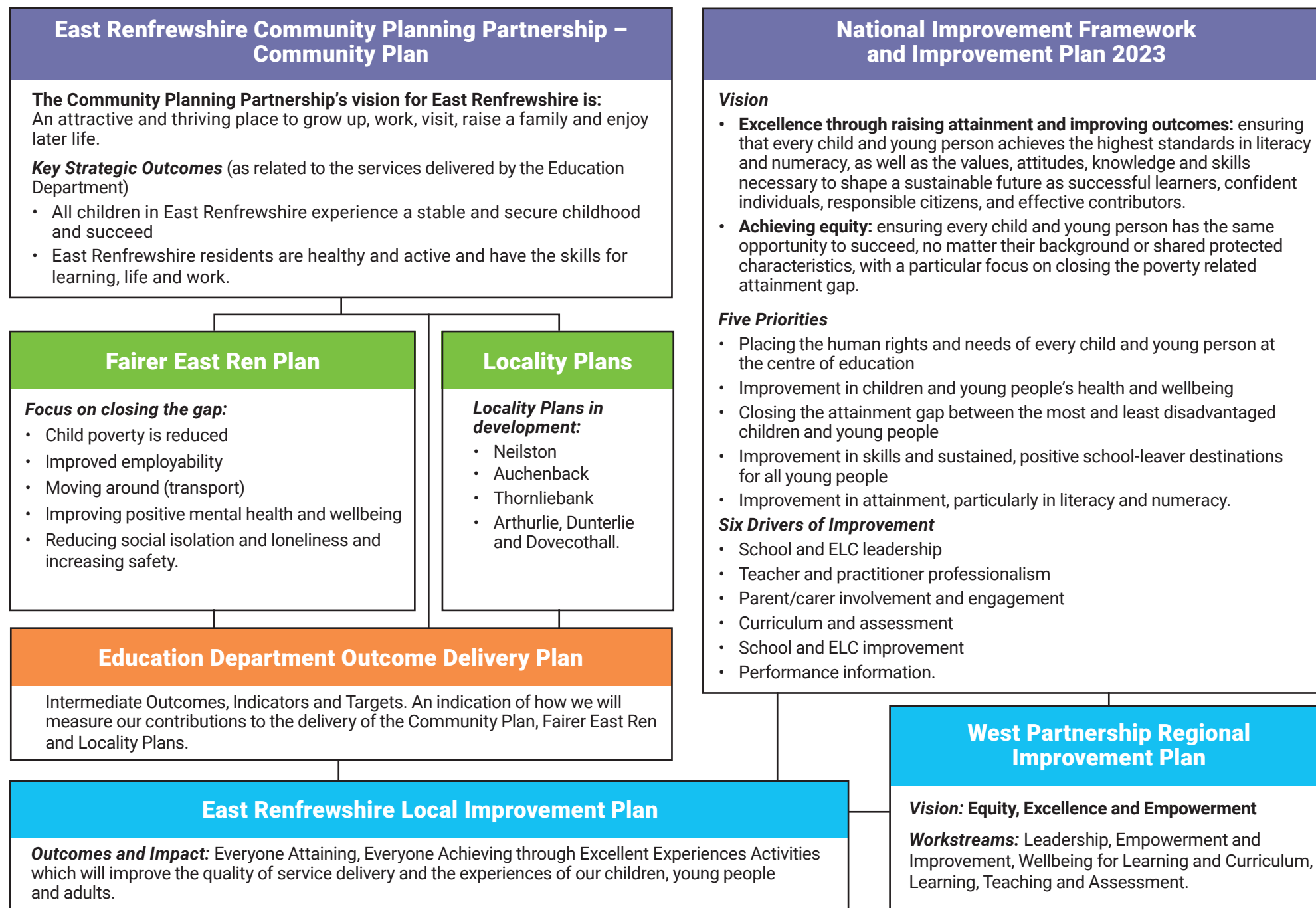
### There are a number of steps which each setting, school, cluster of schools or service should take in planning for improvement:

- Engage in an ongoing process of self-evaluation for improvement 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, Care Inspectorate 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 and progress with implementation of the School Improvement Plan
- 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 and Advancing Excellence and Equity in Education in East Renfrewshire
- 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 settings, 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 reflects local and national priorities
- Supporting the improvement agenda through appropriate continuing professional learning activities including learning partnerships
- Monitoring progress through Transition Reviews, Collaborative Improvement Visits and other aspect and thematic reviews.





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 settings, 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 and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people. Placing the human rights and needs of every child and young person at the centre of education

| NIF Drivers                              | Expected Outcome / Impact<br>(what we will measure and report on)   | Activities<br>(what we will do to bring about improvement)  |
|--|---|---|
| School and ELC Leadership                | <ul style="list-style-type: none"> <li>Be the highest performing mainland council area as measured by national examinations for school leavers</li> <li>Improved attainment in the senior phase</li> </ul>  | <ul style="list-style-type: none"> <li>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)</li> </ul> |
| Teacher and Practitioner Professionalism | <ul style="list-style-type: none"> <li>An increase in the number of pupils, school leavers and adults with well-developed employability skills</li> </ul>   | <ul style="list-style-type: none"> <li>Review and evaluate the impact of the Literacy Action Plan in line with the strategy</li> </ul>  |
| Curriculum and Assessment                | <ul style="list-style-type: none"> <li>Be the highest performing mainland council area as measured by Curriculum for Excellence levels</li> <li>Improved literacy and numeracy attainment throughout the years of the broad general education</li> </ul>  | <ul style="list-style-type: none"> <li>Update and implement the Numeracy and Mathematics Strategy and continue to support attainment and progress through provision of professional learning opportunities</li> </ul>   |
| School and ELC Improvement               | <ul style="list-style-type: none"> <li>An improvement in the attainment of disadvantaged children and young people</li> </ul>   | <ul style="list-style-type: none"> <li>Continue to implement the Developing the Young Workforce Action Plan 2022-2025.</li> </ul>   |
| Performance Information                  | <ul style="list-style-type: none"> <li>An increase in the percentage of schools evaluated as 'good' or better for raising attainment and achievement</li> <li>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</li> <li>An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school</li> <li>Continue to be the highest performing mainland council area as measured by the annual participation measure for school leavers</li> <li>A further improvement in school leaver destinations.</li> </ul> |   |

# Everyone Achieving

**National Priorities** – Improvement in attainment, particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing.

| NIF Drivers  | Expected Outcome / Impact<br>(what we will measure and report on)   | Activities<br>(what we will do to bring about improvement)  |
|--|---|---|
| <p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Parent/Carer Involvement and Engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC Improvement</p> | <ul style="list-style-type: none"> <li>• An ethos of high expectations and achievement in every school and service</li> <li>• A culture of self-evaluation and continuous improvement in all schools and services</li> <li>• A skilled and confident workforce</li> <li>• A culture of professional enquiry in all establishments</li> <li>• An increase in the percentage of schools evaluated as 'good' or better for leadership of change</li> <li>• An increase in the percentage of schools evaluated as 'very good' or better for learning, teaching and assessment</li> <li>• An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements</li> <li>• A consistently high satisfaction level of residents engaging with our services</li> <li>• Higher levels of parental engagement in their children's learning and in the life of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Review, update and implement a revised leadership strategy</li> <li>• Continue to implement the Parental Engagement and Involvement Strategy 2021-2024</li> <li>• Support and challenge schools to develop their approaches to learning, teaching and assessment 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</li> <li>• Develop and deliver targeted programmes to support adult learners to improve skills for life, in particular literacy, numeracy and maths skills of adult learners</li> <li>• 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</li> <li>• Review, update and implement the Digital Learning and STEM Strategies.</li> </ul> |

# Excellent Experiences

**National Priorities** – Improvement in attainment, particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Placing the human rights and needs of every child and young person at the centre of education. Improvement in employability skills and sustained, positive school-leaver destinations for all young people. Improvement in children and young people's health and wellbeing.

| NIF Drivers  | Expected Outcome / Impact<br>(what we will measure and report on)   | Activities<br>(what we will do to bring about improvement)  |
|--|---|---|
| <p>Teacher and Practitioner Professionalism</p> <p>Parent/Carer Involvement and Engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC Improvement</p> <p>Performance Information</p> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential</li> <li>• 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</li> <li>• A rights based culture, centred on Getting It Right For Every Child</li> <li>• Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</li> <li>• Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children</li> <li>• Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour</li> <li>• A positive culture in health and wellbeing in every school and service</li> <li>• Resources which lead to improvements for learners and service users.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to expand and enhance the Healthier Minds Service to ensure it supports all children, young people and families</li> <li>• 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</li> <li>• Develop and implement a Social Justice Strategy</li> <li>• Continue to support schools and the Instrumental Music Service to develop flexible approaches to delivery of instrumental music tuition</li> <li>• Devise and implement a Learning for Sustainability Strategy (Get to Zero)</li> <li>• 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</li> <li>• Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of teacher workload and bureaucracy within establishments</li> <li>• Continue to seek investment to improve the learning environment for all our children and young people and expand provision as required.</li> </ul> |





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