



## Standards and Quality Report 2017-18



Everyone Attaining, Everyone Achieving through Excellent Experiences

# Everyone Attaining, Everyone Achieving through Excellent Experiences



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# Foreword

East Renfrewshire Council continues to provide the highest quality services for all residents. The Education Department's Standards and Quality Report clearly shows the progress made in achieving our expected outcomes and impact in the past year. Evidence for this report is gathered by the Quality Improvement Team who support schools and services in carrying out self-evaluation. External evaluation is carried out by Education Scotland and the Care Inspectorate who, in visiting our schools, commented favourably on the practice they observed.

This year the Education Department maintained its outstanding award for Customer Service Excellence. The Department was found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from the Senior Management levels through to operations and front line staff. During the inspection process the assessor identified seventeen areas of good practice including a strong commitment to involving and engaging with customers. The report highlighted that, "At the highest level, the Director of Education continues to engage with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate."

The Education Department is also 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 Standards and Quality Report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made in the implementation of *Curriculum for Excellence* in session 2017-18.

A stylized, handwritten signature in purple ink, appearing to read 'Paul O'Kane'.

**Councillor Paul O'Kane,**  
Convener for Education and Equalities





# Introduction

vocational programme. The results that the young people achieved in their national examinations this year were superb. There is clear evidence we have raised the bar for all and we are closing the poverty related attainment gap.

The department is confident that it has robust self-evaluation practices in place to ensure further improvement across its schools, clusters and services. As you can see from the body of this report we have continued to improve year on year in the measures and targets we have set for ourselves or those that have been highlighted through our own internal reviews or by Education Scotland through a variety of school and service inspections.

The next steps outlined in this report will be addressed through our implementation of the Local Improvement Plan 2018-21 which will be used to inform school and service improvements for the next three academic sessions. Given the performance, the culture within the department and the challenges we set for ourselves, we can state that we have a very high capacity for improvement.

I am fully committed to our vision and to the highest standards in delivering a first-class education service which will benefit all of our children, young people and the residents of East Renfrewshire, ensuring we deliver excellence and equity for all.

**Mhairi Shaw,**  
Director of Education

The Education Department is fully committed to continuous improvement and its vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, which is at the heart of our work as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire. This report is structured under this vision and details progress over the academic year 2017-18 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2017-20. This report also clearly demonstrates the progress we have made toward the four national priorities as set out in the National Improvement Framework (NIF).

Through the implementation of *Curriculum for Excellence*, our schools and services are improving experiences for children, young people and adults, ensuring the quality of education we provide is further enhanced.

Our aim for every young person to leave school and go on to further or higher education, employment or training is being realised through the excellent standards achieved by our senior pupils in the Scottish Qualification examinations and the continuing development of our



# Background Information

## About the Education Department

In 2017-18, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-three primary schools, of which ten have nursery classes, eight family centres and one special school for children 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 2017-20. 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.

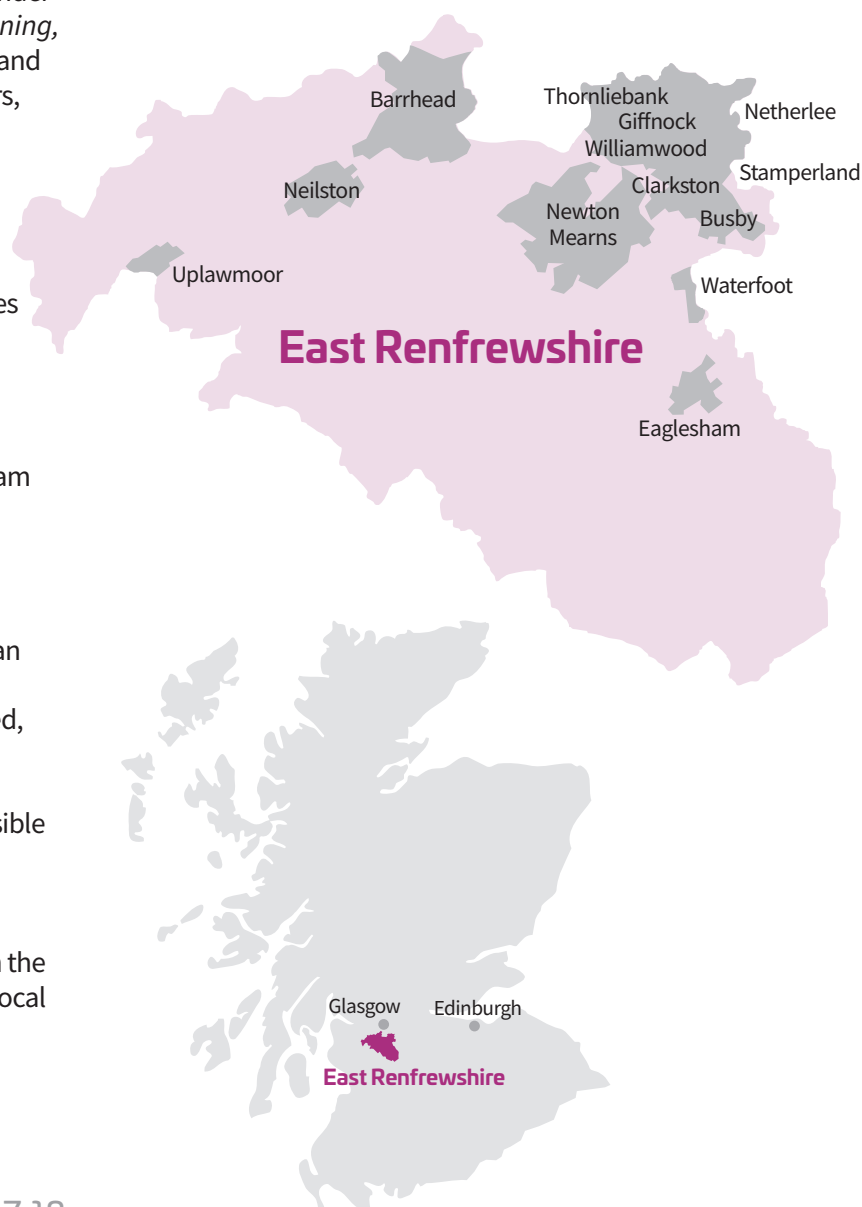
## Evidence for the Standards and Quality Report is gathered through:

- Effective Transitions Reviews
- Education Scotland reports on schools and services
- Follow through reviews of Education Scotland inspections
- External audits by, for example, Customer Service Excellence (CSE)
- Audits carried out by the Quality Improvement Team
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

## This report is also informed by:

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

The results of this self-evaluation will be used to plan the next steps, which will be incorporated into the next Local Improvement Plan.



# Schools and Services Inspected in 2017-18

During session 2017-18, a series of inspections took place to evaluate and report on standards and quality.

## Education Scotland

The following schools underwent an inspection by Education Scotland:

**Giffnock Primary School**

**St. Mark's Primary School**

The following school was engaged in a Follow Through to Education Scotland Inspection:

**Hillview Primary School**

## Care Inspectorate

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

**Arthurlie Family Centre**

**Busby Nursery Class**

**Carlibar Family Centre**

**Cart Mill Family Centre**

**Eaglesham Nursery Class**

**Isobel Mair Family Centre**

**Madras Family Centre**

**Netherlee Nursery Class**

**Thornliebank Nursery Class**

## Standards & Quality and Thematic Reviews

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

- A Review of Learners' Experiences across the Early Level took place, looking at experiences in family centres, nursery classes and primary schools for children across East Renfrewshire within the Early Level of Curriculum for Excellence.
- Schools in the Barrhead Cluster, including Carlibar Primary School and Nursery Class, Cross Arthurlie Primary School, Hillview Primary School and Barrhead High School took part in a review which looked at effective transitions for pupils moving from early years to primary and primary to secondary.
- A Validated Self-Evaluation took place in St. Mark's Primary School.



# Everyone Attaining

In 2018 East Renfrewshire schools maintained very high performance levels throughout the Broad General Education (BGE) and the senior phase. The very high attainment levels are a tribute to the hard work of pupils who have been ably supported by teachers, parents and carers and are evidence of the exceptional quality of our schools.

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

Significant increases in pupils' achievement in Curriculum for Excellence (CfE) Assessments were noted, with the 2017-18 results the highest to date.



## Curriculum for Excellence Assessments



**91.2%**

of primary pupils achieved the appropriate levels in reading, an increase of 2.0% in comparison with 2016-17.



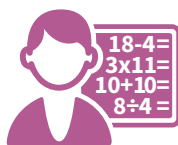
**89.4%**

of primary pupils achieved the appropriate levels in writing, an increase of 2.9% in comparison with 2016-17.



**94%**

of primary pupils achieved the appropriate levels in talking and listening, an increase of 2.4% in comparison with 2016-17.



**90.8%**

of primary pupils achieved the appropriate levels in mathematics, an increase of 0.5% in comparison with 2016-17.

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and mathematics has increased over the last three years, with the 2017-18 performance the highest to date.



## SQA Examinations

Once again, young people in East Renfrewshire secondary schools excelled themselves and the results they achieved in their Scottish Qualifications Authority (SQA) examinations were outstanding.



**75% of young people in S4 attained 5 or more qualifications at SCQF Level 5 (National 5), similar to the previous year and well above the national average of 39%.**

**The Higher results for S5 pupils were very strong across all measures. Barrhead, and Williamwood High Schools had their best ever S5 results; Eastwood, Mearns Castle and Woodfarm also saw increases in key measures.**



**At Advanced Higher in S6, the authority also achieved its best ever performance with 40.7% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from our previous record in 2017 (38.8%).**

**St Luke's and St Ninian's High Schools had their best ever results for the proportion of S6 pupils achieving one or more Advanced Highers, with St Ninian's results increasing by nearly 5%.**



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

Equity is at the heart of East Renfrewshire's Education strategy and the results reflect the work of teachers to vigorously support all pupils. There is clear evidence that we have raised the bar for all.

2017-18 was the first year of Scottish Government's Pupil Equity Fund (PEF), which allocates additional funding directly to schools, targeted at closing the poverty-related attainment gap. East Renfrewshire schools were allocated £1.37 million in 2017-18. Head teachers developed PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the attainment gap in their school. Interventions included:

- Additional staff to provide focused support for individuals or groups of pupils in literacy, numeracy and health and wellbeing.
- Supplementary resources to support literacy, numeracy and health and wellbeing including digital resources.
- Promoted posts with staff undertaking work linked to tracking attainment or specific interventions
- Additional staffing to further develop engagement with parents.
- Targeted breakfast clubs, study clubs and homework clubs.
- Professional development for teachers to build on and improve pedagogical approaches in the classroom.
- Continuous professional learning for staff, for example, in mental mathematics.
- Support for pupils to attend extra-curricular activities such as music or sports events.

As a result of the additional funding, East Renfrewshire schools are able to demonstrate progress in improving outcomes for the most disadvantaged learners including:

- In 2017-18, the attainment of the most deprived primary pupils, based on the Scottish Index of Multiple Deprivation (SIMD) deciles, and those pupils registered for free school meals was the highest to date for all four curricular areas;
- In 2017-18, the CfE attainment of S3 pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals was the highest to date for all four curricular areas; and,
- From 2016-17 to 2017-18, the attainment of disadvantaged primary and secondary pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools were closing the poverty related attainment gap.

Further detail in relation to the progress schools have made in improving outcomes through the Pupil Equity Funding during 2017-18 is available online:

[Improving Outcomes Through the Pupil Equity Funding](#)

Statistics from the questionnaires from 2016-2018 showed that 96% of teachers agreed that they were aware of their school's strategies for raising attainment for all and 92% had a shared understanding of their "responsibility of all" in literacy, numeracy and health and wellbeing. 94% of staff agreed that they used information and data effectively to identify and reduce inequalities in children's and young people's outcomes.

Within the senior phase, we compare the performance of key equity groups against overall performance to measure and monitor our impact in closing the attainment gap. In East Renfrewshire, the average total cumulative tariff points of the most deprived 30% of S4 pupils has increased from 413 points in 2013-14 to 441 points in 2017-18; an increase of 7%. The 2017-18 result is well above the national average of 290 points. The attainment of this group of pupils has increased at a faster rate than the middle 40% and the least deprived 30% of pupils, providing further evidence that ERC schools have raised the bar for all and are closing the attainment gap.

All primary schools and early learning and childcare centres are involved in the School Improvement Partnership Programme (SIPP). This programme is supported by the Educational Psychology Service and uses collaborative inquiry methods to tackle educational inequality for vulnerable learners. Two establishments in East Renfrewshire developed improvement partnerships with education establishments in other local authorities through the Regional Improvement Collaborative and made improvements in supporting learners by using educational research effectively to inform learning and teaching.

**"Not only did I see the children make improvements in the targeted area of attainment through the use of research to support our chosen interventions, we observed unintended gains in that the children became more engaged and motivated by learning in this way."**

**Teacher**



The Early Years Strategy covers the period 2013-2018. Over this time key pieces of work have been delivered collaboratively across the council to support children and their families including: Psychology of Parenting programme; the introduction of Family First Workers; the development of the Let's Play network; targeted youth work in postponing pregnancy; and the achievement of UNICEF Gold Breast Feeding Friendly accreditation.

 **ERC plans to expand early learning and childcare from 600 hours to 1140 hours for eligible children by 2020**

One key element of this plan is the focus on high quality professional learning for staff to ensure high quality experiences for children. In October 2017 the first annual Early Years Conference was held at Hampden Stadium with 350 East Renfrewshire staff in attendance from across our early years settings and primary schools. The focus on 0-6 pedagogy at the event enabled practitioners to adapt their practice to create more opportunities for children to make choices about what they learn and to lead their own learning.

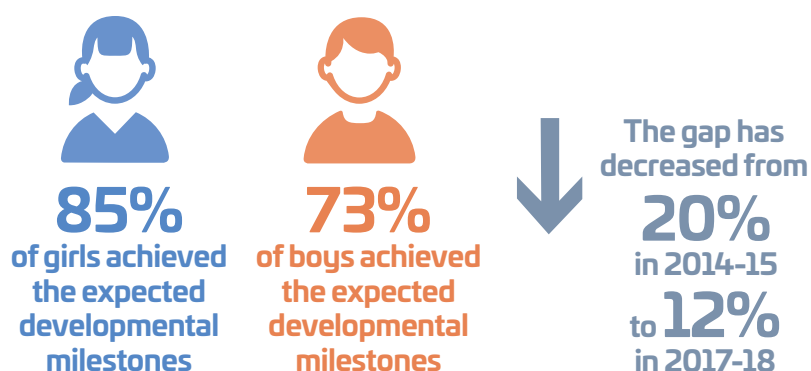
Nine early years settings were inspected by the Care Inspectorate in session 2017/18; all received grades of very good or excellent for the quality themes inspected.

Since 2013-14, data has been gathered on the percentage of children achieving the expected levels of development on entry to Primary 1. In session 2017-18, 78% of young children achieved the expected developmental milestones, a decrease of 4% from 2016-17. A significant gender gap in the achievement of developmental milestones is evident with 85% of girls and 73% of boys successful in 2017-18. The gap has decreased from 20% in 2014-15 to 12% in 2017-18, highlighting the continuing focus on pedagogy and child-centred learning in our establishments to improve the achievement of boys in relation to the developmental milestones.

Whilst the proportion of children residing in deciles 4-7 and 8-10 achieving their developmental milestones has increased by 2% and 5% respectively since 2015-16, the Education Department's focus on targeted early intervention has proved successful in the early years, with an 18% increase in children residing in SIMD areas 1-3 successfully achieving their developmental milestones over the same period.

A review of Early Level experiences across the authority was undertaken in May 2018 to consider the progress that has been made by the Education Department and schools in ensuring every child has meaningful and progressive learning experiences across the sectors and within the early level. The report on the review highlighted a number of key strengths, including a strong culture of professional learning, a warm, caring and nurturing approach, encouragement for children to lead their own learning and increased attainment in literacy.

## Expected levels of development on entry to Primary 1 – 2017-2018



# What are we going to do now?

- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Continue to provide analysis and benchmarking information on SQA results to support schools in ensuring young people are presented for the most appropriate National Qualification level in all subject areas.
- Continue to support schools to implement the new National Qualifications, including their assessment practices in line with the national framework.
- Continue to build capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools, including Insight, SNSA and the BGE Benchmarking Tool.
- Continue to implement high quality training for secondary staff across the authority in assessment, moderation and verification to support the Broad General Education and the senior phase of Curriculum for Excellence.
- Continue to develop the range of moderation opportunities, including with colleagues from the West Partnership (Regional Improvement Collaborative).
- Support and challenge schools to improve outcomes for identified groups through their use of Pupil Equity Fund.
- Implement the Numeracy and Mathematics Strategy and Literacy Strategy.
- Provide support, including Career Long Professional Learning, for learning partnerships and expand the use of collaborative action-based research to improve outcomes for key equity groups.
- In partnership with HSCP develop a new Early Years Strategy for 2018-2021 with an emphasis on collaborative working, improvement methodology and implementing change.
- Continue to implement the Early Learning and Childcare Strategy.
- Continue to provide parenting programmes, develop peer support groups and introduce groups for parents of children aged 0-8 and 8-16.



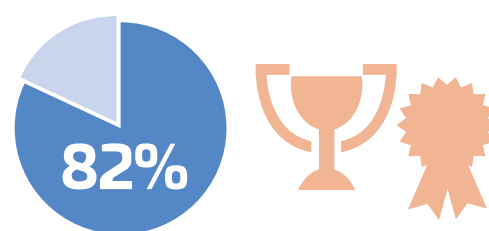
# Everyone Achieving



“Across the cluster schools, children and young people could articulate their involvement in the life of the school and spoke positively about their learning experiences, recognition of achievement and opportunities for sharing their views. In all schools pupils were given a range of roles and responsibilities to help improve the school and develop leadership skills, e.g. buddies, house captains, pupil council and committees.”

**Effective Transitions Review: Barrhead Cluster  
November 2017**

The table below shows the number of young people achieving a variety of awards over the last seven years. An increase or decrease in particular awards was due to schools targeting opportunities to match the skills pupils needed to develop.



**Percentage of young people in East Renfrewshire who agreed that the school recognised and celebrated their personal achievements**

Young people’s achievements are recognised through a wide range of awards and awarding bodies. Throughout 2017-18, working towards a variety of awards helped our children and young people develop a range of skills and attributes which supported them to improve their skills for life, learning and work. This session’s Convener’s Awards for Outstanding Achievement celebrated the successes of thirty-five young people and groups from across the authority. Our children and young people’s achievements were recognised in various fields including sports, arts and creativity, community service and independent living. Pupil questionnaires showed that 82% of young people in East Renfrewshire agreed that the school recognised and celebrated their personal achievements.

| Achievement Awards | 2013        | 2014        | 2015        | 2016        | 2017        | 2018        |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Duke of Edinburgh  | 730         | 592         | 381         | 370         | 485         | 523         |
| Sports Leadership  | 155         | 246         | 447         | 420         | 651         | 274         |
| John Muir Award    | 359         | 461         | 723         | 741         | 788         | 917         |
| Saltire Award      | 393         | 962         | 625         | 640         | 946         | 653         |
| Caritas Award      | 53          | 48          | 70          | 54          | 53          | 68          |
| <b>Total</b>       | <b>1690</b> | <b>2309</b> | <b>2246</b> | <b>2225</b> | <b>2923</b> | <b>2435</b> |

**“The service had introduced new learning journals for children, where staff, parents and children could record their individual learning, interests and achievements. Some children present were keen to share their journals with us, talking about the photographs, the activities they were taking part in and showing us their friends. Parents described how valuable the journals were to them and as a link with the nursery. They appreciated the fact that their contributions were welcomed and valued as part of their child’s learning journey.”**

**Care Inspectorate Report, Thornliebank Nursery Class**

Leadership is crucial in developing high expectations and ambitions for pupils. We continued to support schools to develop leadership opportunities for staff at all levels, for example through local authority Career Long Professional Learning courses, Masters Level Learning and the Into Headship programme, and by working with schools to further develop approaches to distributive leadership.

## Leadership

**Parents and carers in schools who felt that schools were well managed 88%**

**Parents and carers in ELC settings who felt that schools were well managed 87%**

**Teaching staff who felt that schools were well managed 87%**

**Support staff who felt that schools were well managed 88%**

In 2017 we completed our first Head Teacher Induction Programme to support recently appointed head teachers, with thirteen sessions delivered by the Quality Improvement Team and experienced head teachers. Evaluations by head teachers indicated that the programme increased the confidence of participants to lead their school communities. This feedback will be used to design another training programme to support our latest cohort of newly appointed head teachers.



Between August 2017 and June 2018, 255 courses were facilitated by the Quality Improvement Team; 67% more than in 2016-17. This represents a total of 2720 staff attending a local authority CLPL course during 2017-18, an increase of 24% on 2016-17. The high quality of our professional learning courses was maintained with 92% of attendees evaluating their courses as good, very good or excellent.



All probationer teachers successfully completed a professional inquiry during the course of the session, with support from the Quality Improvement Team and school staff. Participants shared their learning with peers, senior leaders, members of the Quality Improvement Team and other colleagues at a showcase event held in June 2018.

All teaching staff in St Luke's High School embraced an inquiring approach to professional learning. All teachers undertook practitioner inquiries focused on pedagogy and learning and teaching strategies to ensure excellence and equity for all. The results of their professional learning were shared at a Cluster Learning and Teaching Conference where St Luke's staff also benefitted from a number of workshops delivered by their cluster colleagues on their experience of Building the Learning Power. The event allowed staff to share best practice and enhance creativity and innovation in learning and teaching across the cluster.

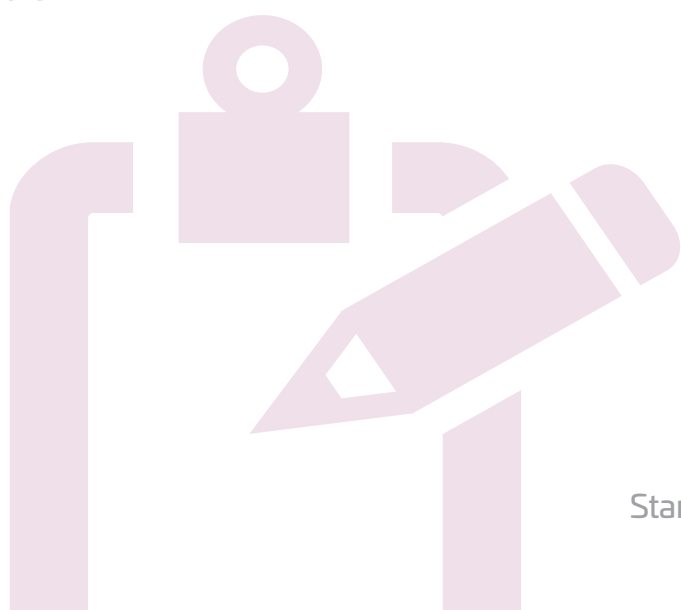


**All educational establishments have self-evaluation as an integral component of continuous improvement.**

All schools and early learning and childcare centres use a range of approaches to ensure there is a collaborative approach to the regular and rigorous self-evaluation activities that take place throughout the school session. This ensures that suggestions by staff, pupils and parents are taken on board and used to inform priorities for improvement.

**“Stakeholders are very much part of the self-evaluation process. We endeavour to involve pupils, parents and partners in a variety of ways which supports the school improvement process. Their views very much lead to further improvements and better outcomes for our learners.”**

**Head Teacher**



Digital Leaders were identified in every educational establishment in 2016-17 to develop skills and confidence in the appropriate and effective use of digital technologies. Training continued in 2017-18 and there are now 149 Digital Leaders across all clusters. The Digital Leaders have since supported and enabled staff to use tools in Glow to enhance teaching, enrich learning and develop the digital skills of their learners.

Braidbar, Giffnock, Kirkhill, Neilston, St John's, St Thomas' and Thornliebank Primary Schools all achieved the Digital Schools Award this year, bringing the total of schools having achieved the award to ten. The assessors were impressed by the range of opportunities given to their pupils as an integral part of their classwork, including real life links to the world of work. A further sixteen schools are registered for the three-step programme, developed to help schools assess progress and recognise excellence in the use of digital technology.



**“Along with the other cluster primary schools and the High School, Woodfarm, Braidbar Primary is part of a Digital Skills Committee. The Committee work together to plan the outcomes and impact of various digital skill action points including planning for CLPL opportunities. The school also has its own in-house training supported by the Digital Technologies Coordinator and also the Primary 7 pupils who “teach the teachers”. It is clear that through various ways of delivering CLPL that the school offers an inclusive and motivational way of working together.”**

**Digital Schools Award Validation Report:  
Braidbar Primary School**



**149** Digital Leaders across all clusters



**7** primary schools achieved the Digital Schools Award this year



Through the 23rd Citizens' Panel Report, published in January 2018, residents surveyed about their levels of satisfaction with the quality of service provided were very positive about those provided by the Education Department; indeed education was the top rated Council service.

## Citizens' Panel

### % of satisfaction with the quality of service

|      | Primary education | Secondary education |
|------|-------------------|---------------------|
| 2013 | 100%              | 96%                 |
| 2014 | 98%               | 96%                 |
| 2015 | 100%              | 98%                 |
| 2016 | 96%               | 96%                 |
| 2017 | 97%               | 91%                 |
| 2018 | 96%               | 89%                 |

Further analysis within the 23rd Citizens' Panel Report showed that education was identified as a particularly significant reason for respondents choosing to live in East Renfrewshire.

### According to questionnaires:



**94%**

of parents/carers agreed they were satisfied with the school

**96%**

of parents/carers agreed they were satisfied with their child's ELC setting



Both figures up **3%** from last year

In February the Education Department was reassessed by SGS Customer Service Excellence. The subsequent report noted that the service demonstrated 'a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from Senior Management levels through to operations and front-line staff.' The service was found to be fully compliant against all criteria and in addition 11 areas of Good Practice and 17 areas of Compliance Plus were awarded during the assessment – four more than the previous year.

All Early Learning and Childcare establishments continued to offer excellent services for families. 86% of ELC establishments have now achieved Family Centred Status at Silver level and one establishment has been accredited with the Gold level Family Focused status. 100% of Primary Schools have now achieved Family Friendly Bronze award, with 26% having achieved Family Centred Silver awards. The Parental Engagement Strategy was finalised in May 2018. The new strategy outlines East Renfrewshire Council's commitment to an intensified, more targeted focus on engaging and involving parents in their children's learning and the life of their children's school.



Early Learning and Childcare establishments achieving Family Centred Status



Primary schools achieving Family Centred Status



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

School leaver destinations in East Renfrewshire remained very strong. 96.1% of school leavers in 2016-17 were in a positive destination, including those in higher education, further education, employment, training and voluntary work. The school leavers follow-up survey indicated that 96.6% of leavers were in a positive destination. Our performance compares favourably to the national picture and our Virtual Comparator with 93.7% and 96.0% respectively. 65.1% of young people went on to higher education in 2017, a slight decrease of 1.1% in comparison to 2015-16 and well above the national average of 40.0%.



**The most recent published data shows that East Renfrewshire had the highest proportion of school leavers entering higher education across all local authorities in Scotland in 2016-17**

Throughout 2017-18 the Education Department engaged with a range of partners including the Environment Department, Skills Development Scotland, Work EastRen, the college sector and employers to increase the number of work-based and work-relevant opportunities for our children and young people. Vocational Education continued to contribute to the achievement and attainment of young people in the senior phase, where a wide range of courses was delivered in partnership with colleges, universities and employers, allowing pupils to not only develop skills in their chosen areas, but also to gain valuable experience to help them in the world beyond



**65.1%**  
of young people  
went on to higher  
education in 2017



**110**  
adults were supported by  
Adult Learning Services  
to achieve their  
employability-related goals



**503** pupils participated in  
vocational courses

school. In 2017-18 the number of pupils in the senior phase who were participating in vocational courses from SCQF Levels 1 to 8, including Foundation Apprenticeships, was 503.

Adult Learning Services supported 110 adults to achieve their employability-related goals. The service worked closely with partner organisations to enhance the learning opportunities on offer and engage with those people who would benefit most from the service. Additional literacy support was provided to supplement and develop employability skills. Learners used these skills to update their CVs, write cover letters, apply for work and volunteering positions. Through the Individual Learning Planning process almost all learners identified and took up progression opportunities.

The service has been working in partnership with West College Scotland to offer adults accredited courses in the community. This year 43 adults were awarded SQA certificates in IT, Customer Service and Early Years and Childcare. 33 learners completed SQA National ESOL Literacies courses and a further 8 learners completed an ESOL for Work course during 2017-18. Improving their English language skills enabled them to feel better equipped when applying for work and to understand the employment system in Scotland. Almost all learners reported using their increased literacy skills in other areas of life including supporting children with homework, communicating more confidently with their children's school, filling in work or volunteering-related forms and undertaking college course work.

**"This service has helped to give me a life back - a massive change which will have a knock-on effect for me and my family." Adult Learner**

# What are we going to do now?

- Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review.
- Continue to empower schools and centres to strengthen practices in self-evaluation for improvement.
- Continue to provide analysis and benchmarking information on questionnaire results and support schools to make use of this as part of their improvement planning cycle.
- Work with partners to support and challenge schools to improve 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 support schools to offer a range of opportunities that will help learners develop skills for life and work, working towards the recommendations of the Developing the Young Workforce Implementation Plan.
- Work with partners to support schools and services to improve transitions beyond school for all young people and especially those with additional support needs.
- Continue to provide tailored learning support for adult learners through individual learning planning.
- Continue to develop project-based learning opportunities and integrated English language learning programmes to support adult learners.
- Implement the new Educational Psychology Service delivery model.
- Implement the Digital Learning and Teaching Strategy and STEM Strategy.
- Take a focused look at the impact of our Career Long Professional Learning and use findings to inform our CLPL offer.
- Implement the Leadership Strategy.
- Increase opportunities for more staff to engage in Masters level learning, with a focus on leadership at all levels and professional inquiry.
- Support schools to further embed professional inquiry into their professional learning programmes.
- Devise and launch a Family Centred Approaches Framework for Secondary Schools.
- Implement the Parental Engagement & Involvement Strategy.
- Continue to analyse and learn from a range of evidence including complaints, questionnaires and the Customer Service Excellence process, to ensure continual improvement in the experiences of service users and learners.



# Excellent Experiences

Through Education Scotland inspection reports and our own reviews of schools we know that we are delivering excellent experiences which have significant impact on children, young people, and their parents and carers. The Review of Learners' Experiences across the Early Level found that, *'There is a strong supportive and inclusive ethos within all establishments. All children are able to access the range of learning experiences provided. Staff know the children very well and the pedagogical approach, along with the changes to the P1 learning environment, has led to all staff reporting that they had a greater knowledge of individual children and were able to plan and target effectively to meet needs.'* Since 2016-17 East Renfrewshire Education Department has worked in partnership with Strathclyde University to ensure a Playful Pedagogy approach in the early years of primary school. This approach supports continuity of learning and teaching approaches between Early Learning and Childcare (ELC) settings and primary schools.

All schools now have staff trained in developing Playful Pedagogy in Primary One. Staff are now ensuring that learning is more responsive to children's abilities and interests, leading to children having greater opportunities to lead their learning. In schools where this approach is well-established teachers are now developing more playful and independent approaches to learning in Primary 2 to further support children's transitions as they move from stage to stage.

Cluster working continued to be a major strength across the authority with a strong focus on professional dialogue around learning, teaching, assessment and moderation. All clusters had strong transition and extended transition arrangements. All staff continued to participate in regular moderation meetings in schools and with cluster colleagues in a number of curricular areas at the point of transition.

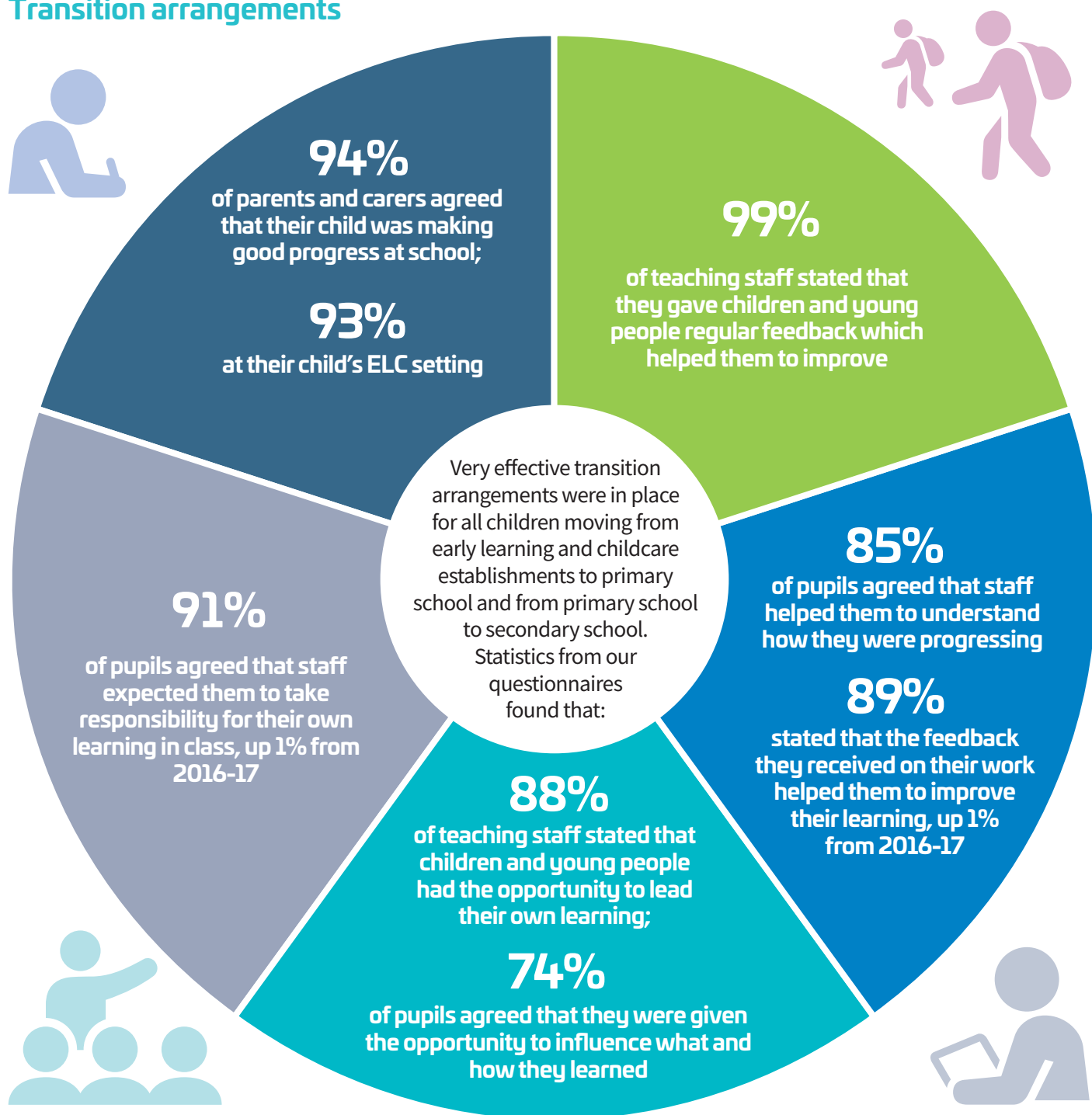


**"Staff felt supported and through regular meetings and the professional development and review system they had opportunities to assess the impact that training had on their practice and outcomes for children ... We saw that all children enjoyed choosing areas and resources they wished to investigate and explore. The learning environment captured childrens' interests and staff were on hand to extend and support children's learning in the outdoor; woodland; creative; discovery; social; numeracy and literacy areas."**

**Madras Family Centre Care Inspectorate report, June 2018**



## Transition arrangements



**“Across the cluster transition arrangements were very good. There were effective arrangements to support continuity and progression in pupils’ learning which included reciprocal visits, transfer of information and dialogue between staff. The commitment demonstrated by senior managers and staff to the transition process resulted in children and young people feeling confident and secure in transferring from early years to primary and from primary to secondary.”**

**Effective Transitions Review: Barrhead Cluster, November 2017**



120 Primary 5 pupils from schools in areas of higher deprivation received whole class ukulele tuition on a weekly basis throughout the year. This provided an opportunity for them to improve their musical skills and experience performing at assemblies, concerts and end of session events. 80 pupils from primary and secondary schools in the Barrhead area have also received free bagpipe and pipe drum tuition through the Instrumental Music Service and the Youth Music Initiative, in partnership with the Scottish Schools Pipe and Drum Trust.

**“Many pupils in our school are desperate to play a musical instrument and the opportunity to receive free tuition on three different musical instruments is such a wonderful opportunity for them.”**

**Head Teacher**



Young musicians from East Renfrewshire excelled in another successful round of performances at the Glasgow Royal Concert Hall in March. Six of our bands, orchestras and ensembles all came first in their class. The adjudicators commented on the high quality and high numbers of performers from East Renfrewshire.

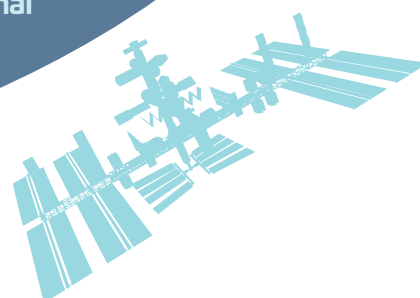


Scottish Government’s STEM Education and Training Strategy for Scotland was launched in 2017 to encourage and support learners of all ages to develop their STEM skills throughout their lives, thereby improving Scotland’s capacity to create and sustain employment opportunities in this fast-growing area of the economy. East Renfrewshire’s local STEM Strategy was developed in 2017-18 to support the development of staff skills as well as to develop and sustain greater partnership working across our establishments, with further and higher education, related industry and other organisations promoting a wide range of STEM activities. An action plan linked to the strategy will be launched in 2018-19.

In June S3 pupils from across East Renfrewshire attended Mission Discovery, a five day educational programme run by the International Space School Education Trust. The programme involves astronauts, astronaut trainers, scientists and NASA leaders, and gives young people the chance to learn from NASA’s approach to leadership, team building and personal development as well as fostering interest in science and research.

**The East Renfrewshire Senior Concert Band was also awarded the highest accolade possible, a Platinum Award, for its performance in the National Finals of the Scottish Concert Band Festival.**

**This year’s winning team included a pupil from Eastwood High School. The team designed an experiment to explore the effects of microgravity on the degradation of vitamin C in space. The experiment will be launched into outer space to be undertaken by astronauts on the International Space Station.**



The first Maths Week Scotland ran from 11 to 17 September 2017 and was celebrated by all school communities across East Renfrewshire. Maths Week Scotland is part of Scottish Government's approach to transforming public attitudes to maths, as outlined in the Making Maths Count Report. By helping children and young people develop greater awareness of the importance of maths to everyday life and future jobs, we aim to raise attainment and promote the value of maths as an essential skill for every career.



**Netherlee Primary School won the Scottish Education Award for Raising Attainment in Numeracy category. The school and nursery were recognised for their outstanding achievements and excellent practice in teaching numeracy and mathematics.**

In 2017-18 teachers at Carolside Primary and Our Lady of the Missions Primary Schools completed ERASMUS+ projects which saw seven teachers undertaking French language immersion courses in France. This professional learning has enabled them to implement high quality French learning experiences with their own classes, provide support and training to other members of staff to improve teacher confidence, implement new teaching methods and enhance the use of ICT to engage pupils in language learning. In May 2017 Neilston Primary School also secured an Erasmus+ award from British Council to support French language immersion training in France for eight teachers. The project, called 'Language Learning at the Heart of GIRFEC', will be taken forward over a two-year period and aims to further enhance the experiences of pupils in L2 French.

In February an S2 pupil and an S6 pupil from St Ninian's High School reached the final of the HSBC Mandarin Speaking competition. Held at the British Museum in London, the grand final saw more than 130 pupils from across the country competing to be recognised as the country's best non-native Mandarin speakers.

Working closely with colleagues from Active Schools we have increased the number of schools participating in the Sports Scotland award scheme, with 16 schools now at Gold level and 15 others actively pursuing an award. The Sports Scotland awards celebrate participation, choice and pathways in sport for young people.

**An S2 pupil from Barrhead High School became Scottish Trampoline champion in category NDP 6. She has been selected to be part of the Champion Performance Pathway programme where she will be coached by an Olympic coach.**





**A pupil from Williamwood High School became the British Paralympic Champion for Under-17s 800m and 1500m and also the Scottish Cross Country Paralympic Champion.**



**An S6 pupil from Eastwood High School took the gold medal in the 1500m at the 2018 Commonwealth Youth Games in the Bahamas in July. She was also named Scottish Young Sportswoman of the Year 2017.**

All primary and secondary schools have highly effective pupil council structures which play an active part in improving the school. Children and young people were provided with many opportunities to participate actively in decisions, with their views, opinions and ideas used to influence improvements in their learning experiences. In all schools pupils were given roles and responsibilities to develop leadership skills.

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with 8 schools currently holding the Gold award, 11 Silver and 8 Bronze. The award recognises achievement in putting the United Nations Convention on the Rights of the Child at the centre of the school's planning, policies, practice and ethos. Pupils are actively engaged in activities, both in and out of school, in support of their rights, which increases awareness and understanding of rights amongst pupils, parents and the wider community.

**"Children had an extensive knowledge of rights, with almost every hand up eager to offer a suggestion when asked by the assessor. They were able to name a vast selection, which included the right to education, to safety, to an identity and other, less commonly shared, examples such as protection from illegal drugs and kidnapping. They were confident, too, with key rights concepts, understanding that their rights were not conditional and could not be taken from them, also appreciating that they were 'for all children, all over the world'."**

**Busby RRSA Gold Reaccreditation**



**Number of schools gaining and promoting the UNICEF's Rights Respecting School Award**



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

In September 2017 and January 2018 the Quality Improvement Team, in partnership with the Educational Psychology Service and the Health and Social Care Partnership, delivered a series of workshops to over 100 key members of staff across education, health, and social work. This training focused on supporting staff to develop their skills of assessment and SMART outcome-focused planning, and to share multi-agency perspectives on the implementation of GIRFEC.

In May 2018, the Quality Improvement Team and Educational Psychology Service delivered further GIRFEC and Corporate Parenting training for designated managers from all sectors within Education, focusing on national updates on information sharing and Parts 4 (Named Person) and 5 (Child's Plan) of the Children and Young People (Scotland) Act 2014. Further aspects of the training included activities to support moderation of wellbeing plans, approaches to chronologies and pastoral notes.

**“Children speak positively about their knowledge and understanding across health and wellbeing. For example, recognising the risks associated with smoking, understanding the importance of a balanced diet, being active and having a range of interests. They are familiar with the language of the wellbeing indicators. School assemblies have been used well to enable senior pupils to speak confidently about the importance of wellbeing, as well as to celebrate achievements. Celebration of achievements is given a high profile. Children value this and acknowledge the positive impact this has on their confidence and self-esteem.”**

**HMIe Summarised Inspection Findings,  
St Mark's Primary School**



An action plan to progress Learning for Sustainability (Lfs) was launched and a working group to take forward the action plan has been established. The initial focus of the working group is to audit Lfs activity across schools. Pupils are engaging in a broad array of Lfs activities which link to work on rights, outdoor learning, environmental activity, global citizenship, STEM and many other areas of the curriculum. Learning for Sustainability is enhancing knowledge, understanding and pupil voice.

Schools continued to pursue environmental sustainability in 2017-18 through the Eco Schools Green Flag award. This programme engages all members of the school community to participate in activities which raise awareness of local, national and global environmental issues, and promotes an active approach to tackling some of these issues. Learners' understanding of the environment and their connection to it is enriched through these activities. Following a revised reaccreditation system 31 East Renfrewshire schools now have Green Flag status.



**“Your school values and respects local wildlife and I'm pleased to hear that your grounds have been designed to reflect this. It's great to hear that you have been successful in reducing food waste and have been using your own compost to help grow plants and vegetables.”**

**Crookfur Primary School Eco Green Flag renewal**



**6969**  
activity sessions were  
delivered in schools



An increase of  
**787**  
on 2016-17

Active Schools continued to work in close partnership with schools to promote active, healthy lifestyles and to support the delivery of active opportunities for pupils. Working in partnership with Active Schools, 6969 activity sessions were delivered in schools in 2017-18, an increase of 787 on 2016-17. The increase in activity sessions is matched by an increase in pupil participation in activities with 150,931 participant sessions recorded – an increase of more than 21,000 on the previous year. Pupils participating are benefitting in a variety of ways by developing their strength, fitness, self-confidence, resilience and team working skills. Research has also shown a strong link between higher participation and increased attainment.

35 Establishments have attended professional learning relating to Grief, Bereavement and Loss. Positive feedback from these events highlighted the opportunities afforded to delegates to reflect on and extend their understanding, knowledge and skills in this area; to collaborate with colleagues around planning; and to enhance awareness of local organisations who can support young people, families and school staff. Those who have subsequently accessed the information and resources have reported them to be increasing the confidence of staff to support children, young people, families and colleagues.

The catering team have played a pivotal role in the food and health experiences of all children throughout this year. This has been evident in their enthusiasm and willingness to work in partnerships with staff, parents and pupils, for example to cultivate and use the produce grown in school gardens and by encouraging young people to gain work experience in the school kitchen. Their joint working with teaching staff has contributed to four schools' achievement of Education Scotland's Better Eating, Better Learning Award 2018.



In partnership with the *Child Poverty Action Group*, training sessions were delivered to Equalities Coordinators and to Parent Council representatives on the Cost of the School Day. School staff and Parent Councils are working together to remove potential financial barriers to full participation in all contexts of the school curriculum. In a pilot initiative, in partnership with the FareShare food recycling charity and local Tesco stores, three family centres and one primary school used weekly food parcels to tackle food poverty, enhance their nurturing approaches and further develop their Health and Wellbeing Curriculum.



The annual anti-bullying return shows a decrease from the previous year in the number of confirmed bullying incidents from 65 to 44. Of those 28 (3.07 per 1000) were in primary schools and 16 (2.05 per 1000) in secondary schools. This continues a downward trend in the number of confirmed incidents. Incidents and alleged incidents of racist behaviour were low across both primary and secondary establishments.

According to pupil questionnaires, 81% of young people in East Renfrewshire agreed that their school dealt well with bullying behaviour, a decrease of 5% on statistics gathered in 2016-17. 81% of parents and carers agreed with this. 81% of teaching staff also felt the school dealt effectively with bullying behaviour.

The Outreach support service continued to develop a range of high quality targeted supports for children and young people with social, emotional and behavioural needs to maintain them in their mainstream schools.

Teaching staff who agreed that children and young people were encouraged and supported to treat others with respect

93%

Support staff who agreed that children and young people were encouraged and supported to treat others with respect

95%

Young people who felt other pupils treated them fairly and with respect

82%

Our schools continued to use strategies to promote positive, nurturing and supportive relationships with our children in order to manage behaviour in a proactive and person-centred manner. Nurture Groups have now been established in all ERC secondary schools. Professional learning led by the Educational Psychology team has supported staff to establish and further develop nurture groups and nurturing approaches in schools across sectors. Practitioners have reported improved confidence to establish nurture groups, and increased awareness of the support available to them from the Education Department and online.

**“The positive, nurturing environment throughout the school stems from effective, well established procedures and approaches to supporting children’s wellbeing and understanding of responsibility of all. This is well led by the support for pupils team. Children are confident in their relationships with adults in school and as a result they are assured that personal concerns or issues with learning will be addressed sensitively by staff. There is a strong sense of community where children feel valued and almost all feel treated with respect and in a fair and just manner by adults at school.”**

**HMle Summarised Inspection Findings, Giffnock Primary School**

Overall attendance rate for all primary schools was 96.1%; down from 96.5% in 2016-17. The three year average target (2016-18) of 96.8% was missed by 0.4% with an average of 96.4% for the same three year period. In secondary, the attendance rate was 93.7%; the same as the rate recorded in 2016-17. The three year average target (2016-18) of 94.7% was missed by 0.8% with an average of 93.9% for the same three year period. Attendance rates of those children and young people who are Looked After remained the same as 2015-16 at 89.6%.

In 2017-18, no temporary exclusions were made in the primary sector. There was an increase in exclusions in the secondary sector to 7.4 incidents per 1000 pupils, up from 6.7 in 2016-17. The ERC performance compares very well with the national figure of 47.7 incidents per 1000 pupils (latest published data for 2016-17). The Council has missed the very challenging three year average target of 3.3 incidents per 1000 pupils for 2016-18 by 2.7 incidents per 1000 pupils. Exclusions of pupils within our Looked After population remained at 35 per 1000 pupils in 2017-18, low in comparison to the latest national average of 169 incidents per 1000 pupils.



As part of a one-off investment allocated by elected members as part of the 2017-18 budget every primary, secondary and special school received a virtual and augmented reality system designed specifically for schools. This funding allocation followed a successful pilot of VR in St Luke's High School where 76% of pupils stated that they found lessons more fun and interesting and 86% of teachers reported that they felt that the use of VR headsets in the classroom enhanced pupils' experiences in their subject.

**"The pupils were eager to share information about the various ways that digital technologies were used in the school and highlighted the use of the VR headsets as being a fantastic way of initiating story writing. The Primary 4 pupils informed me about their recent virtual visit to the Colosseum in Rome, through the VR headset they were able to see how the building was when it was initially built and how it looks today. This was an excellent stimulus for the pupils who were then able to write a story with clear and vivid images in their heads to enhance their writing."**

**Digital Schools Award Validation Report:  
Braidbar Primary School**

The Education Department secured a one-off investment as part of the 2017-18 budget setting process to provide approximately 1250 East Renfrewshire school children living in SIMD 1 and 2 with a Chromebook. The devices provide equity by supporting the delivery of digital access to all learners.

Glow is Scotland's national intranet for education. The aims of the new national strategy, *"Enhancing Learning and Teaching through the Use of Digital Technology – A Digital Learning and Teaching Strategy for Scotland"* were addressed in 2017-18 through continued use and development of Glow to interact and share experiences, ideas and information; increased provision of class blogs in the primary sector to engage parents in their children's learning; and provision of twilight professional learning sessions to develop teachers' confidence in using digital technology effectively to support learning and teaching. From May 2017 to May 2018, total Glow logins by teaching staff, non-teaching staff and students all increased significantly.

In December 2017 East Renfrewshire's cleaning team was announced as the winner of the 'Best Performer in Building Cleaning' category at the Association for Public Service Excellence's Annual Service Awards 2017 ceremony. The APSE Awards are designed to recognise excellence in local government frontline services.



This year saw the opening of the innovative Sir Harry Burns' Centre incorporating the Arthurlie Family Centre. It was developed as part of the Council's integrated early years work with East Renfrewshire Health and Social Care Partnership (HSCP) and brings together a range of services under one roof, including early learning and childcare, at the heart of the Auchenback community. This provision champions preventative work in communities to improve health and wellbeing by bringing together front-line staff from other council services and partner organisations, such as health visitors and social workers. It also provides the opportunity for staff to work with parents while their child is learning and cared for.



# What are we going to do now?

- Further expand music experiences through Youth Music Initiative funding.
- Conduct a review of the Instrumental Music Service and implement recommendations.
- Review the 1+2 Languages Strategy, taking account of the recommendations of the National Strategic Plan for Implementation 2017-21.
- Further develop our digital capacity and modernise services for all learners and residents and implement the Digital Learning and Teaching Strategy.
- Provide a programme of Career Long Professional Learning which meets the emerging developments in the curriculum and learning and teaching.
- Continue to work in partnership with the Child Poverty Action Group to share and encourage good practice.
- Implement the recommendations of the Review of Learners' Experiences across Early Level.
- Continue to implement the Health and Wellbeing Action Plan.
- Continue to promote nurture in establishments through whole-school approaches.
- Continue to collaborate with the Health and Social Care Partnership and other partners to deliver the Children's Services Plan.
- Continue to hold biannual Getting It Right For Every Child and Corporate Parenting Forums to keep staff updated regarding key developments and to provide opportunities for discussion and sharing of good practice.
- Launch revised guidance on Grief, Bereavement and Loss
- Continue to provide an excellent catering and facilities service to our pupils.
- Continue to progress plans to deliver the expansion of early learning and childcare and other educational provision in line with available capital and revenue budgets.
- Continue to seek efficiency savings and modernise how we work whilst planning ahead for further budget reductions.







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