



Standards and Quality Report 2019-20



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. This Standards and Quality Report 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 and centres, commented very favourably on the practice they observed.

This year has been a different year. The COVID-19 pandemic has presented new challenges for East Renfrewshire's residents, families, children, young people, council staff and leaders alike. However, it has also highlighted the strength of our team working and our capacity to adapt, collaborate and support each other. The speed with which our schools and services developed online delivery models to provide continuity of learning for our children and young people, and the wider support for children, young people and families provided by the department following school closure in March 2020, are testament to the commitment of staff at all levels to ensuring the best possible outcomes for our learners in all circumstances. Under the leadership of our new Director of Education, Dr Mark Ratter, I am confident the department will continue to exemplify the council's values of ambition, kindness and trust.



The Education Department remains fully committed to meeting the needs of the General Equality Duty, as outlined by the Equalities and Human Rights Commission, through eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations. This 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 2019-20.

Councillor Paul O'Kane,
Convener for Education and Equalities



Introduction

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 Qualifications Authority examinations and the continuing development and success of our vocational programme. There is clear evidence that we have raised the bar for all and we are closing the poverty related attainment gap.

Through the self-evaluation activities which have informed this report, the department has identified next steps in achieving our vision. These will be taken forward over the next three sessions through implementation of our Local Improvement Plan 2020-23. The strong culture of collaboration and empowerment within the department, together with the high ambitions and standards we set for ourselves, combine to create a very high capacity for continuous improvement.

I am deeply committed to providing the very highest standards of education and care to allow every child, young person and resident in East Renfrewshire to enjoy the fullest benefits of lifelong learning. I am delighted to lead the department as we work together to deliver our vision and strive to achieve excellence and equity for all.

Mark Ratter,
Director of Education

The Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* 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 during session 2019-20 towards each of the target outcomes and impacts detailed in the Education Department's Local Improvement Plan for 2019-22. This report also clearly demonstrates the progress we have made towards the four national priorities set out in the National Improvement Framework.

A commitment to improving children and young people's health and wellbeing is at the core of all aspects of the education department's work. This report outlines the many ways in which children and young people in East Renfrewshire are being supported through enriching, engaging experiences which will help them to become healthy, active and confident citizens.



Background Information

About the Education Department

In 2019-20, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-four primary schools, of which thirteen have nursery classes, eight family centres and one school for children and young people with additional support needs. The Education Department also has responsibility for Adult Learning and Facilities Management.

About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Department's Local Improvement Plan 2019-22. 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.

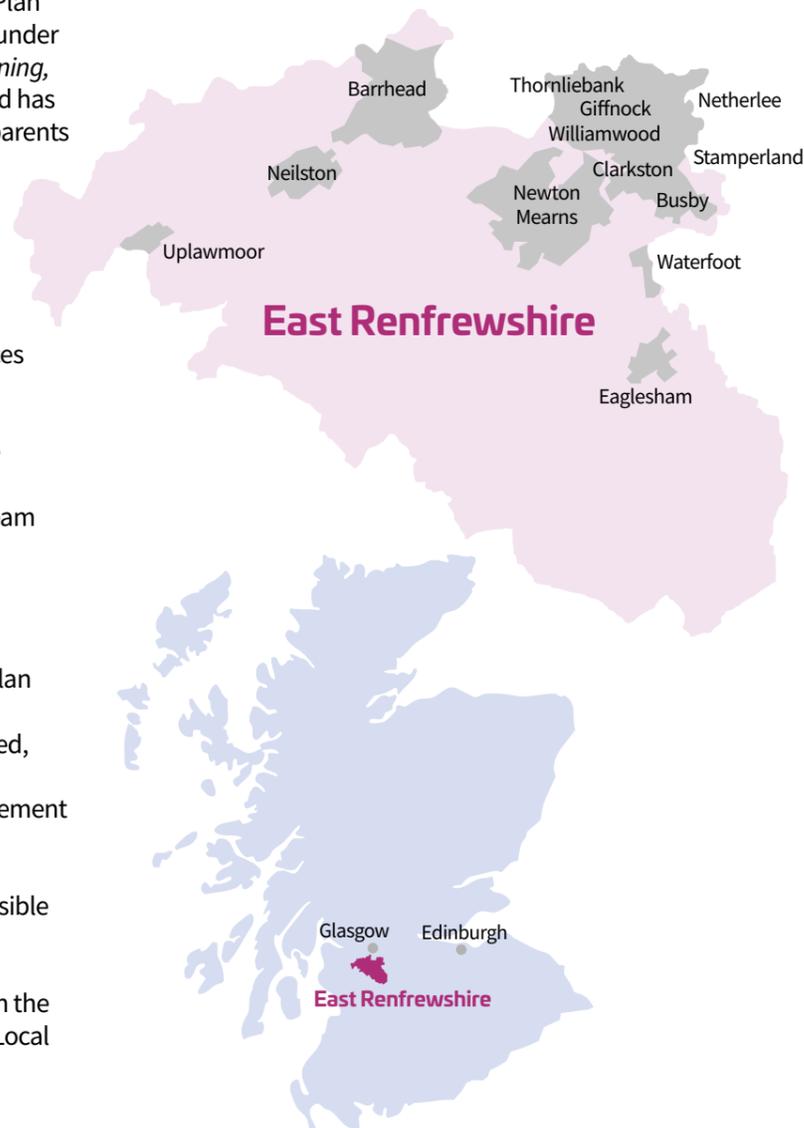
Evidence for the Standards and Quality Report is gathered through:

- Effective Transition Reviews
- Support and Protection Reviews
- Education Scotland reports on schools and services
- Follow through reviews from 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 Scottish Government's 2019 National Improvement Framework and Improvement Plan
- The four capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors.

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



Schools and Services Inspected in 2019-20

During session 2019-20, 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:

St John's Primary School

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

Giffnock Primary School

Care Inspectorate

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

Arthurlie Family Centre

Braidbar Nursery Class

Carolside Nursery Class

Giffnock Nursery Class

Isobel Mair Family Centre

Standards & Quality and Thematic Reviews

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

- A thematic review of the implementation of the 1+2 Languages Approach took place, looking at the extent to which the national policy has been successfully implemented in East Renfrewshire Schools and the quality of learning and teaching in Modern Languages 3-18.
- Schools in the St Luke's Cluster, including Arthurlie Family Centre, McCready Family Centre, St John's Primary School, St Mark's Primary School, St Thomas' Primary School and St Luke's 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 Braidbar Primary School and Nursery Class.
- An Improvement Visit took place at Carolside Primary School and Nursery Class.
- Collaborative Improvement Visits took place in secondary Modern Languages, RME/RMPS and Social Subjects departments.



Everyone Attaining

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

East Renfrewshire continues to advance equity and excellence throughout a wide range of local and national attainment measures. Our children and young people achieve exceptionally high standards of attainment throughout the broad general education and senior phase. The attainment of East Renfrewshire school leavers continues to be the highest in Scotland across the key benchmarks at SCQF levels 5, 6 and 7.



Senior Phase Attainment

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



81% of young people in S4 attained 5 or more qualifications at National 5. This was the highest performance to date and represents a 20% increase since 2011. East Renfrewshire compares very favourably to comparative national measures.

Barrhead, Eastwood, Mearns Castle, St Ninian's and Woodfarm High Schools achieved their best ever performance in 5 or more qualifications at National 5 with 65%, 82%, 86%, 88% and 81% respectively. Williamwood High School achieved their second best result to date with 86% achieving this measure.



The Council recorded best ever performances in the proportion of S5 learners achieving 1+, 3+ and 5+ Highers in S5 with 87%, 72% and 50% respectively.

Barrhead, Eastwood and Woodfarm High Schools recorded best ever performances at 1+, 3+ and 5+ Highers in S5.



The most significant increases in attainment at Level 6 in S5 were 21% in Barrhead and 9% in Eastwood for 1+ Highers; 12.5% in Barrhead and 10% in Eastwood for 3+ Highers; and 13% in Eastwood and 8.5% in St Ninian's for 5+ Highers.

At Advanced Higher in S6, the authority also achieved its best ever performance with 45.5% of the original S4 cohort achieving 1 or more Advanced Higher awards.



Baseline Performance

Primary schools assess the literacy and numeracy skills of all pupils following entry to P1 so that children's progress over time can be closely monitored to support their learning. From 2005-06, when the P1 baseline assessment was introduced in its current format, to 2019-20, the average raw score in numeracy has increased from 48% to 59% and in literacy it has increased from 53% to 59%.



Numeracy & Maths Strategy

The East Renfrewshire Numeracy & Mathematics Strategy has the overarching aim to ensure all children and young people develop the numeracy and mathematics skills they need to be successful throughout life.

As part of the strategy there is a commitment to provide high quality professional learning opportunities for staff from all sectors, to ensure they feel confident in the delivery of this area of the curriculum. A suite of workshops was on offer to all staff during 2019-20, led by practitioners from across all clusters and all sectors. Overall the sessions were evaluated by almost all participants as having increased their knowledge of the subject area, and having provided them with new approaches to incorporate into their practice. Almost all evaluated the sessions as good, very good or excellent.

To ensure trained 'Maths Champions' in each establishment were provided with support to lead in this area, there were regular network meetings to allow for the sharing of good practice and continued professional learning opportunities. The Numeracy & Maths Strategic Group also met regularly throughout the session to review the action plan, reflect on progress and plan next steps.

"It has inspired and motivated me - for my teaching in numeracy and mathematics and throughout the curriculum."

Participant, Numeracy & Maths workshop

Literacy strategy

Improving literacy skills is a focus across all establishments and CLPL has continued to focus on aspects of literacy which have been identified as school improvement priorities. In particular, reading has continued to be a priority and the roll out of Reading Recovery across East Renfrewshire establishments has been effective. Those children who participated in the Reading Recovery programme this session demonstrated improved reading ages of, on average, two years. Our newly developed programme, Together Better Readers, has continued to bring about improvements in reading for older pupils.

Following school closures in March 2020 new programmes were developed by Reading Recovery Teacher Leaders to address gaps in reading resulting from the impact of COVID-19. The new programmes, Daily Literacy Learning and TRAIL (Together Raising Attainment in Literacy) will use the methodologies of Reading Recovery to support literacy development for groups of children and for classes and stages.



Raising the Bar and Closing the Gap

The Scottish Index of Multiple Deprivation (SIMD) can be used to identify children and young people who live in the most deprived areas in Scotland. Nationally, we compare the performance of key equity groups against overall performance to measure and monitor the poverty related attainment gap. Attainment evidence demonstrates that East Renfrewshire schools continue to close the poverty related attainment gap while improving attainment for all.

In particular:

Developmental milestone data in 2019 demonstrates that the proportion of children residing in SIMD 1-3 achieving their milestones on entry to P1 has increased at double the rate of children residing in decile 8-10 areas, since 2016-17.



2019-20 analysis shows that the gap in the average S2 standardised assessment score between pupils residing in SIMD 1-3 and SIMD 8-10 has decreased over a three year period in both maths and reading; analysis shows a similar trend between those pupils entitled to a free school meal and those who are not.



In 2019 the proportion of school leavers residing in SIMD deciles 1-3 and entering a positive destination increased to an all-time high. Since 2015, the proportion of pupils living in SIMD deciles 1-3 entering a positive destination has increased by around 3.5% more than the proportion of those residing in SIMD deciles 8-10.



Outcomes for looked after children and care leavers is a key focus of East Renfrewshire's Corporate Parenting Strategy. Part 9 of The Children and Young People (Scotland) Act 2014 specifies Corporate Parenting duties and responsibilities which apply to all looked after children and care leavers in East Renfrewshire Council. East Renfrewshire is committed to working with statutory and non-statutory partners to assist them in identifying creative and innovative ideas to enable them to address their Corporate Parenting duties.

The proportion of young people with free meal entitlement in S4 attaining 5 or more National 5 A-C awards was 47%; this represents an overall increasing trend in this measure compared with 40% in 2017-18. In questionnaires 99% of teachers agreed that they have a clear understanding of the social, cultural and economic context of the school.



Pupil Equity Funding

East Renfrewshire schools were allocated a total of £1,353,017 in Pupil Equity Funding (PEF) from Scottish Government for session 2019-2020. Head teachers developed PEF plans detailing how each school's funding would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In light of changes to national guidance, updated guidance for schools on planning and reporting on PEF spending was issued by the Education Department to schools in April 2020.

Most primary schools continued to use a proportion of their PEF allocation to support the implementation of Reading Recovery. Schools selected target groups through analysis of their own attainment data. All primary schools who adopted this intervention reported significant improvements for all children who participated, particularly in relation to children's reading ages. Ongoing assessment and focused tracking provided detailed information on pupil progress throughout the course of the intervention.

At individual school level, improvements reported by head teachers included the following:

- Attainment in reading and mathematics as measured by standardised test scores
- Reading age of pupils, reading comprehension skills, basic decoding skills and spelling
- Improvement in attendance
- Pupil motivation, engagement, confidence and self-esteem
- Pupil participation in extra-curricular opportunities
- Digital skills and confidence amongst children and young people, as well as staff.

Raising Attainment

The Quality Improvement Team regularly support and challenge schools to raise attainment through the strategic use of analytical tools both locally and nationally. Senior staff in primary schools attended a refresher course in the use of our tracking database software that supported staff to analyse school performance, ensure appropriate pace of learning and to identify and target support towards children in key equity groups. A self-evaluation course to facilitate the analysis and reporting of Quality Indicator 3.2 was introduced this year for Primary Head Teachers. This supported Head Teachers to improve their data literacy; analyse excellence and equity outcomes of individuals, groups and cohorts; and record a self-evaluative summary for their school.

Training on the BGE Benchmarking Tool was provided to support teaching staff and school leaders to expand their use of this tool to interrogate data and further improve outcomes for learners. The department also created an innovative SQA Estimate Tool to support the analysis and Quality Assurance of centre estimates. This resulted in professional dialogue with all schools to ensure accuracy and integrity.

Due to the Covid-19 pandemic, all schools across Scotland closed on 20 March 2020. Teacher professional judgements of pupils' progress in learning in literacy and numeracy in the Board General Education are normally recorded in the second week of June each year and are submitted to the Scottish Government to support analysis of progress towards the ambitions of the National Improvement Framework. As a result of the school closures, teacher professional judgements of pupil progress were not collected locally or nationally therefore the Curriculum for Excellence teacher judgements for P1, P4, P7 and S3 were not recorded for 2019-20.

The Education Department set ambitious and challenging three year average targets (2018-19 to 2020-21) for educational establishments on the proportion of pupils attaining appropriately within each of the literacy and numeracy curricular areas. As a consequence of non-recording of teacher judgements in 2019-20, the three year average targets will now be reviewed and updated.



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

Moderation

The Education Department regularly monitors, evaluates and reports on the effectiveness of Curriculum for Excellence teacher judgements as an integral part of our self-evaluation process. Key events are scheduled as part of our improvement cycle to analyse and benchmark teacher judgement data; reflect on feedback from staff through questionnaires and CLPL evaluations; and review progress through Standards & Quality reporting.

Over the past 7 school sessions, the authority has undertaken an ambitious training programme in moderation and quality assurance of assessment in the early years, primary and secondary sectors. All establishments have moderation facilitators who participated during 2019-20 in focused professional learning and are able to lead developments at school, cluster and local authority levels.

In February 2020 a local authority moderation event was held where all early years and primary practitioners, and identified secondary Mathematics, Science and Technology practitioners, participated together with senior leaders in moderation groups to discuss standards and expectations.

685 participants completed evaluations (79% of total participants). 97% of primary teachers agreed with the statement, 'The professional dialogue today has allowed me to reflect on my own learning, teaching and assessment approaches'; this figure was 75% for secondary teachers, 99% for Early Learning and Childcare practitioners and 100% for teachers in schools for children and young people with additional support needs.



School Improvement Partnership Programme

The School Improvement Partnership Programme (SIPP) continued with 13 partnerships formed across East Renfrewshire educational establishments, including one out-of-authority partnership. The Educational Psychology Service continued to support the programme strategically and with input on research methodology to raise attainment in literacy, numeracy and health and wellbeing, for targeted vulnerable learners. The evaluation showed that SIPP practitioners particularly valued collaborating with other colleagues to research and plan their intervention.

"I enjoyed this year's SIPP as I really saw a difference in the confidence in storytelling and more engagement in drawing from some of the children I was working with."

Nursery Teacher

Raising Attainment and Achievement

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

In 2019-20, 100% of schools continued to be evaluated as 'good' or better for raising attainment and achievement. 34% were evaluated as 'very good' and 25% as 'excellent'.

HMIe inspected one East Renfrewshire primary school in 2019-20. St John's Primary School was evaluated as 'good' for raising attainment and achievement.

"Children across the school achieve well in an extensive range of activities, both at school clubs and in their areas of responsibility. This includes a variety of sports activities, choir, band, chess club, and cycle training. Participation in the clubs and house group activities are helping to develop teamwork and leadership skills."

HMIe Summarised Inspection Findings, St John's Primary School June 2020

Responding to COVID-19

During the period of school closure between March and June 2020, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. Seven learning hubs were established for vulnerable children and children of key workers; all other children and young people were supported by teachers and support staff to engage with and participate in digital and remote learning opportunities to ensure continuing education provision. Senior and pastoral care staff in all settings maintained regular contact with children and families as required, whether they were learning at home or in a hub and provided additional support to address any wellbeing or learning needs. From March to June the number of children and young people attending the learning hubs increased from just over 300 to nearly 700 with the number of vulnerable children attending increasing from 24 to 228.



Key staff from the education department and all settings have worked closely with colleagues in the Health and Social Care Partnership to ensure that the needs of vulnerable children and young people are prioritised. This has included weekly liaison and planning meetings between Educational Psychology, Social Work and Health teams. Close cooperation between Education and Health and Social Care Partnership colleagues also ensured that youth counselling continued to be available.

Parenting support was available throughout the lockdown period through the Family First team, who continued to link closely with schools and share information digitally for families. The Psychology of Parenting programme was able to continue with an online resource and check in support for those parents who wished to access it. Our adult learning service also provided online opportunities for family learning to offer further support and links with several charitable organisations were established in order to source appropriate support for families.



Food parcels delivered on a weekly basis

Schools were particularly mindful of pupils with additional support needs and ensured that they received appropriate levels of support in a range of ways including weekly phone calls, home visits, and online check-in sessions. Most establishments used online questionnaires in order to engage with parents and seek their views. This proved to be a successful way of learning what was going well and identifying areas where families required further support.

Early Years Strategy

Staff across the council continued to work collaboratively to deliver the Early Years Strategy and implement change with a focus on:

- Ensuring effective parenting support
- Supporting child development, health and play
- Improving opportunities for families to engage in fun outdoor activities within their communities
- Reducing the impact of child poverty.

A highlight from session 2019-20 included the introduction of professional learning for staff working in the most deprived communities using the Solihull Approach. This training empowered staff to sensitively engage with parents to enrich their knowledge of their child's development and better understand their behaviour. Almost all families supported by the Family First Team reported an increase in their family's wellbeing as a result of this intervention.



Early Learning and Childcare Strategy

Two new Early Learning and Childcare settings opened in the Newton Mearns community to meet the needs of the growing population there and prepare for the increase to 1140 hours of funded ELC. The two nursery classes, which are located at Maidenhill and St Cadoc's Primary Schools, provide high quality learning environments with an emphasis on outdoor learning.

Building work started on five new buildings at Crookfur Pavillion, Eaglesham Primary School, Busby Primary School, Glenwood Family Centre and Overlee Pavillion, as well as a new nursery class at Cross Arthurlie Primary School and an extension at Carolside Primary. This work will continue during 2020-21.

As well as the new nurseries we have also increased the Early Learning and Childcare offer available to parents by commissioning childminders to deliver funded ELC for the first time. This will ensure that parents have the flexibility and choice to access the provision that suits them best whether in a local authority setting, private nursery or childminder.

Preparing for 1140 Hours

165 Child development officers were recruited to East Renfrewshire's ELC settings. This included most of the participants who had undertaken the HNC qualification through our training programme with West College Scotland and the Modern Apprentices trained in partnership with WorkER. These appointments mean that the maximum workforce is in place to deliver 1140 hours from August 2020.

Since 2018, four establishments have been pilot settings for delivery of 1140 hours and more than a hundred families benefitted from this provision. Evaluation of the pilot demonstrated the impact on families of having increased access to ELC provision. 41% said it was helpful in allowing them to explore employment opportunities and a further 19% said it allowed them to begin further education or training. The overall evaluation was very positive with parents highlighting increases in their child's confidence and the development of their social and language skills as particularly beneficial.

"It has been fantastic for my return to work having my child at one place for continuity and routine. He likes the routine of breakfast club, and lunch and the social aspect of eating with friends. Financially it has been really beneficial as well as having returned to work from maternity leave with my second child. It also gave me some rest time with my baby while on maternity leave."

Parent, 1140 hours pilot

East Renfrewshire Early Years Conference

The third annual East Renfrewshire Early Years Conference which has been established addressing quality themes identified as key for the 1140 hours expansion took place in October 2019. 267 delegates comprising East Renfrewshire Council ELC practitioners and wider Glasgow City Region Education Improvement Collaborative (West Partnership) partners attended the conference which focused on Creativity in the Early Years. Once again the feedback from the event evaluated the conference as excellent.

Parenting support

The Psychology of Parenting Programme (PoPP) continued to be successful with almost all parents reporting an improvement in their child's behaviour at the end of the programme. Throughout the lockdown period PoPP groups moved online ensuring that parents were able to access vital support during this stressful time at home with their children.

Parents were extremely positive about their engagement with the Mellow Ability parenting programme for families of children with complex additional needs. They told us that it offered them the time and space to think and implement parenting strategies in practical ways within the home and in the community. Sessions continued remotely during school closures and all participants valued the opportunity to keep in contact with the other participants and facilitators.

Developmental Milestones

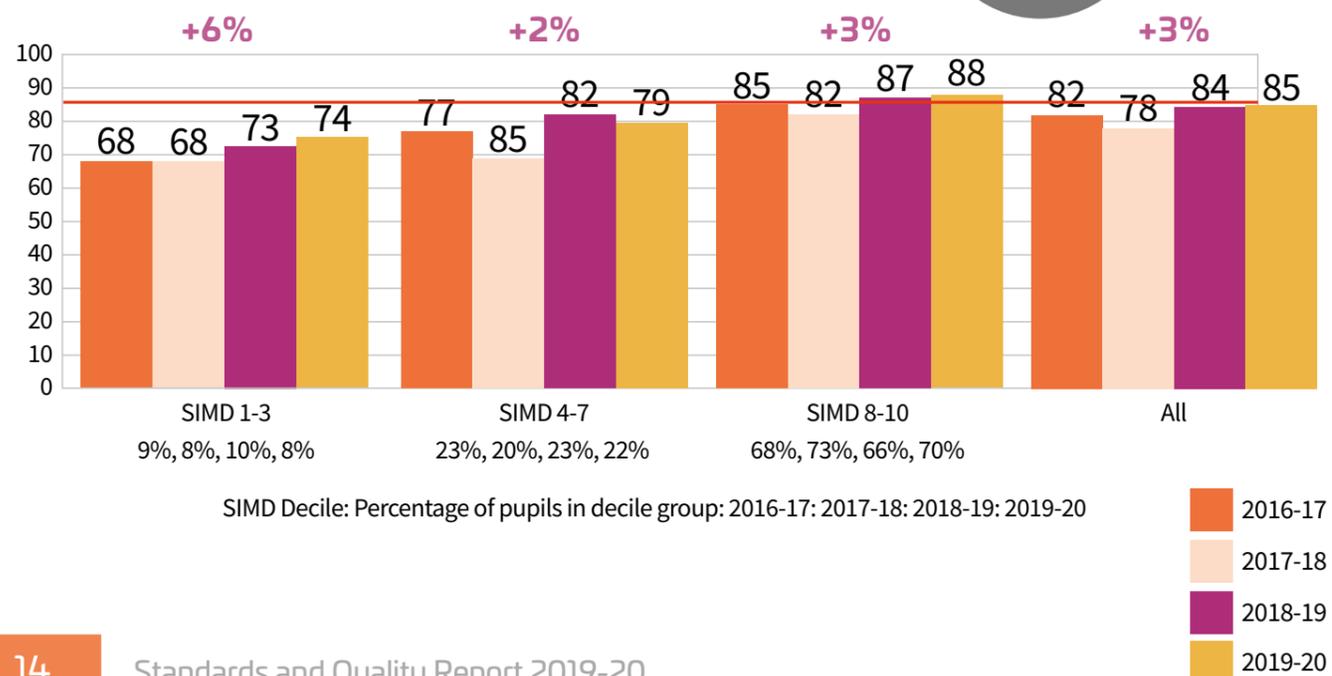
The department's continuing focus on pedagogy and child-centred learning in our establishments, with a particular focus on improving the achievement of identified groups, continues to result in improved attainment and achievement for children on entry to Primary 1. In 2019-20 overall, 85% of young children achieved the expected developmental milestones, an increase of 7% from 2017-18 and the highest proportion ever recorded.

Whilst the proportion of children residing in deciles 8-10 achieving developmental milestones has increased by 13% since 2015-16, the Education Department's focus on targeted early intervention has proved successful with a 24% increase for children residing in SIMD areas 1-3 over the same period; the gap in achievement when compared with those residing in deciles 8-10 has almost halved.



Gap between deciles 1-3 and 8-10 has decreased

Developmental Milestones: History: by SIMD: 2017-18 to 2019-20



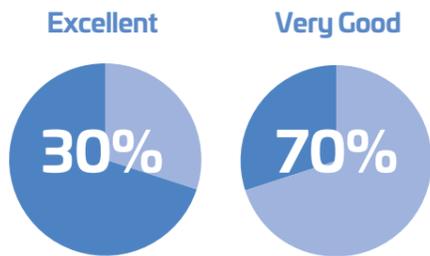
What are we going to do now?

- 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 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 and the ability to interpret data, identify areas of need for individuals and groups of learners
- Continue to develop and improve bespoke data analysis tools incorporating the most relevant data to support schools in improving outcomes for all
- Support and challenge schools to improve outcomes for identified groups through effective allocation of Pupil Equity Funding, with a particular focus on recovery and learning loss
- Continue to work with the West Partnership Maths Development Group to host an online conference for practitioners and celebrate Maths Week Scotland
- Monitor and evaluate impact of the Numeracy and Maths Action Plan in line with the strategy and continue to support recovery through provision of professional learning opportunities
- Continue to deliver CLPL to support the Literacy strategy including ongoing Reading Recovery CPD
- Deliver effective parenting support that helps families
- Raise awareness amongst staff to ensure they are able to identify signs of child poverty and trauma linked to Covid19 and are well informed about referral pathways
- Improve the health outcomes for vulnerable children and families through collegiate partnership working
- Deliver the increased provision of 1140 hours ensuring all entitled children and their families have access to high quality, flexible and affordable Early Learning and Childcare
- Review the impact of Covid-19 on collaborative partnerships and support schools to continue with School Improvement Partnerships and other learning partnerships in the current context.

Everyone Achieving

External Validation and Review

The focus on maintaining quality as our services expand builds on the strong foundations of our high quality services. Five early years settings were inspected by the Care Inspectorate in session 2019-20. All received grades of very good and excellent for all quality themes inspected.



“Children’s voice was evident within their individual learning journals and planning big books. Planning systems contributed to continuity in children’s care and helped to ensure staff followed a consistent approach to supporting children’s development through play.”

Care Inspection Report, Arthurlie Family Centre

Leadership

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.

Between August 2019 and June 2020, 303 professional learning courses were facilitated by the Quality Improvement Team and Education Psychology Service. Training programmes focussing on Moderation, Literacy, Numeracy and STEM have significantly increased the confidence of practitioners to improve learning, teaching and assessment. Evaluations of courses facilitated by the Quality Improvement Team demonstrated that almost all attending staff felt confident that their participation would lead to a positive impact on learners. Significant numbers of teachers participated in professional learning facilitated by the West Partnership, and increasingly our schools and ELC centres are sharing their professional learning across and beyond their clusters. A Continuing Lifelong Professional Learning (CLPL) calendar produced by the education department signposted practitioners to relevant professional learning.

Self-evaluation of Leadership of Change



St John’s Primary School was evaluated as ‘good’ for leadership of change in an inspection by Education Scotland.

Director’s Forums

Throughout the session the Director of Education met regularly with groups of pupils, teachers, support staff and parents to seek their views on a range of relevant issues and to provide an opportunity for discussion of their experiences as stakeholders. During the period of school closures forum meetings with parent council chairs, teaching staff from all sectors and local government staff took place online. These meetings were focused on gathering stakeholders’ views on recovery from the impact of the COVID-19 pandemic. Feedback from these consultations has been used to further improve the department’s insight into service delivery and to inform the types of support offered to different groups of stakeholders in the new school session.

“The quality of teaching across the school is consistently very high and is engaging children very well in their learning. Staff have high expectations of all children and almost all enjoy and are motivated in their learning. Staff regularly share aspects of interesting and creative practice across the school to engage and motivate learners.”

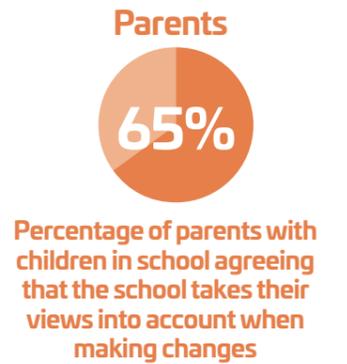
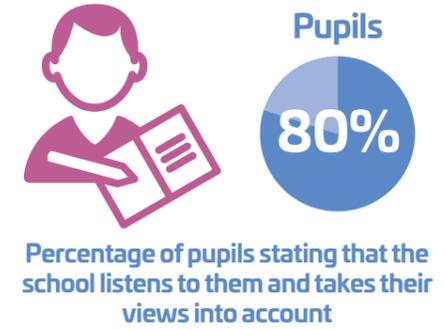
Report on Follow-through to Education Scotland Inspection, Giffnock Primary School, May 2020



Collaborative Improvement Visits

Collaborative Improvement Visits (CIV) aim to improve the self-evaluation taking place in the eight curricular areas and to create more opportunities for practitioners to share best practice across East Renfrewshire.

Two programmes of improvement visits took place during session 2019-20, in Social Subjects & RMPS and in Modern Languages, with 66 Principal Teachers and Class Teachers participating in visiting teams. School staff provided very positive feedback on practitioners’ experiences as both hosts to and members of visiting teams. The CIV Reports prepared following each visit have provided recommendations on how to further improve learning and teaching in these curricular areas, both within each individual school and collaboratively across the local authority.



Effective Transitions Review: St Luke’s Cluster

A review of effective transitions took place in the St Luke’s cluster. The report showed that overall, learners’ experiences across the cluster schools were good; across family centres they were very good.

The review team identified a number of strengths, particularly in partnership and collegiate working across the cluster. The cluster had established a strong vision underpinned by values and aims which have been embraced by all stakeholders. Relationships within and between establishments were strong, especially relationships with parents and with children and young people. The care and nurture shown in all establishments was having a positive impact on learners and their families.

“Pupil voice across the cluster is strong. Young people are encouraged to take responsibility across a wide range of learning opportunities. They are proud of their school and their cluster, recognising and valuing their place within St. Luke’s cluster. They understand the importance of learning through a variety of experiences and contexts and seek further opportunities to extend their learning experiences with the support of a range of staff and senior pupils who encourage this engagement and collectively facilitate a wide range of extra-curricular experiences.”

Effective Transitions Review, St Luke’s Cluster November 2019



Newly Qualified Teachers

A total of 61 Primary and 78 Secondary probationer teachers successfully completed their one year Teacher Induction Scheme placement in June 2020 and have achieved the GTCS Standard for Full Registration. They were well supported in their schools and through a comprehensive authority wide training programme facilitated by the Education Department. Most probationer teachers successfully completed a professional inquiry during the course of the session, with support from the Quality Improvement Team and school staff, and their findings were shared on the online platform for schools, Glow.



STEM Strategy

The Education Department Science, Technologies, Engineering and Maths Strategy and an associated action plan were launched in session 2018-2019. The principal aim of the strategy is to build capacity and support the development of our staff's skills as well as developing and sustaining greater partnership working across our establishments, with partners in further and higher education, related industries and other organisations promoting a wide range of STEM activities. Good progress has been made with taking forward the actions detailed within the strategy.

In partnership with Scottish School Education Resource Centre (SSERC) a group of teachers from across East Renfrewshire's schools took part in SSERC's 'Sustain and Extend' professional development programme. Following this, the group arranged and helped to deliver a series of STEM professional development events throughout the school year which were open to all staff. To ensure the events meet teachers' needs, the views of staff on areas of STEM which they felt they would like to develop their skills in, were identified before appropriate events were organised. All sessions were very well attended and positively evaluated.

Languages Leaders Network

A network of primary school staff was established to lead further development of the Modern Languages curriculum and 1+2 Approach in clusters. The network of 50 East Renfrewshire primary teachers have been awarded funding by Erasmus+ to undertake French immersion training in France and a professional learning visit to Norway. Professional learning sessions focused on self-evaluation, curriculum design and planning interdisciplinary experiences within Modern Languages, were completed prior to school closures and highly evaluated by participants.

Digital Learning and Teaching Strategy

Good progress has been made with the actions outlined in the department's Digital Learning and Teaching Strategy. Of particular note is the number of establishments successfully achieving the national Digital Schools Award. Digital Schools Awards Scotland is a national awards programme accredited by Education Scotland which aims to promote, recognise and encourage a whole-school approach to the use of digital technology in primary and secondary schools. By June 2020 overall 74% of our establishments had achieved the award - 83% of primary schools and 43% of secondary schools.

During session 2019-20, the Education Department provided 216 Chromebooks to schools for use with pupils living in SIMD 1-3. The devices provided equity by supporting the delivery of digital access for all learners. A further 590 devices will be distributed in August 2020 as part of the Connecting Scotland initiative. During school closures, schools loaned in excess of 960 devices to families in order to support with remote learning. Feedback from families was extremely positive with many commenting on the high level of support they received with IT related issues from school staff. The work undertaken by East Renfrewshire schools in utilising digital platforms during lockdown, was recognised nationally with case studies featuring 8 of our establishments published on the Education Scotland website.

'Learning has been enhanced by a range of digital experiences which have been embraced by all, and the children have become leaders in the promotion of this culture. The children are undoubtedly very proud that the school is beginning to immerse itself in digital technologies. Teachers were aware of increased pupil motivation and engagement and harnessed this to give all children positive learning experiences.'

St Clare's Primary School Digital Schools Award Validation report, December 2019

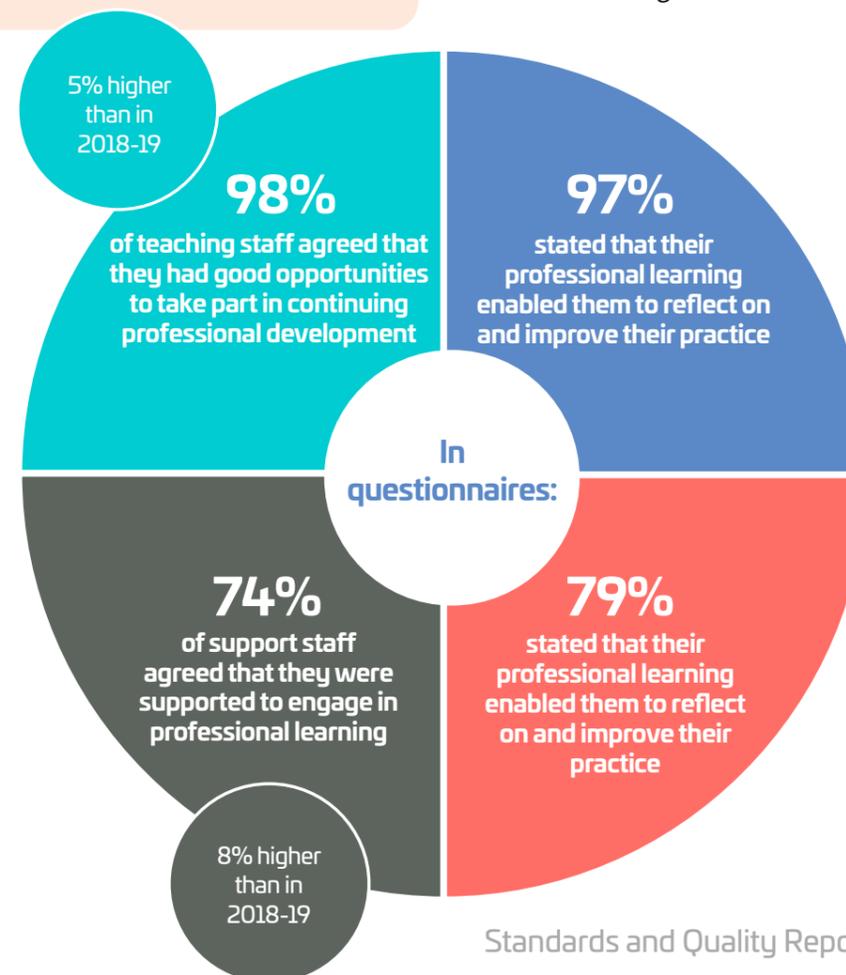
Professional Inquiry

During session 2019-20, 35 teachers were engaged in Masters (SCQF level 11) learning with the University of Glasgow and University of Strathclyde, an increase of 46% on 2018-19. There was a particular focus in these courses on educational leadership and professional inquiry.

East Renfrewshire is committed to working collaboratively with our partner local authorities in the West Regional Improvement Collaborative to improve outcomes for children and young people. In 2019-20 Collaborative Learning Networks were established and practitioners from eight schools participated in collaborative enquiry projects with colleagues from across the West. Participants from the primary and secondary sectors planned and studied the impact of interventions to improve learning and teaching, across a wide range of themes and subject areas including literacy, numeracy, health and wellbeing, modern languages, science and technology.

'At this review, you were able to evidence a strong customer focus in relation to recruitment and training. Training and development have been extended into the community and has been more widely publicised. Continued Professional Development provision has increased significantly (100% over two years) whilst maintaining very high levels of satisfaction.'

Customer Service Excellence Evaluation Report, November 2019



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

School leaver destinations

School leaver destinations remain consistently high and above the national average. Initially in 2018-19 overall 97.5% of leavers were in a positive destination, such as higher education, further education, employment, training and voluntary work. This was the highest result ERC has ever achieved in relation to initial destinations and well above the national average. The school leavers follow-up survey by Skills Development Scotland, which is undertaken 6 months after the initial survey, indicated that 96.7% of leavers were in a positive destination.

East Renfrewshire had the highest proportion of school leavers entering higher education across all local authorities in Scotland in 2018-19. 67.2% of young people went on to higher education in 2019, an increase of 0.5% in comparison to 2017-18 and well above the national average of 40.4%. In addition, the latest participation data (2020) indicated that 96.7% of ERC 16-19 year olds were participating in education or training, well above the national figure of 91.6% and the highest result for mainland LAs.



Vocational Education

Vocational Education continued to contribute to the achievement and attainment of young people in the senior phase and support them to develop skills for work. The range of vocational opportunities on offer has expanded considerably in recent years and has provided high quality opportunities targeted to meet the broadest range of pupil needs. Senior phase pupils are offered a wide range of vocational courses ranging from SCQF Levels 1 to 8.

The number of pupils participating in the senior phase vocational programme increased by 35% in the five year period from 2014/15 to 2018/19. In session 2019/20, 561 young people were enrolled in senior phase vocational courses demonstrating a further increase. The portfolio has been developed to offer over 60 courses across a range of locations including partner colleges and our vocational facilities at Barrhead High School.

Bookings at our Vocational facilities at Barrhead High School continue to increase with partners and staff across the local authority accessing facilities to support children and young people, parents and deliver training for wider council staff. In March, the DYW Employers Banquet was particularly successful in showcasing the skills of our young people and the networking from this event has resulted in increased and more varied work placement and employment opportunities for our learners.



Adult Learning Services

Adult Learning Services developed a new partnership with Williamwood High School which allowed them to respond to an identified need for an accredited numeracy course to increase skills for employment, training and college entry. An SQA Numeracy group was created with staff from the Maths Department delivering the SQA courses and a group of S6 pupils supporting the class in volunteering roles. 12 adults achieved qualifications at National 2 and National 3 levels, with almost National 3 learners progressing to begin National 4.

Adult Learning Services worked with 176 adults, supporting them to achieve their personal and work related learning goals. The number of adult learners achieving accreditation increased from 61 in 2018-19 to 78 in 2019-20.



Early Learning and Childcare

East Renfrewshire Council continued to invest in the Early Learning and Childcare workforce to ensure that all our current and future staff are highly skilled. This investment includes a range of qualifications for practitioners including SVQ Level 2, HNC, PDA 8 and BA. Secondary schools promoted Early Years qualifications to pupils in the senior phase. This session there were 28 foundation apprentices and 34 vocational students studying Early Years across all seven high schools.

In addition to formal qualifications, a range of professional learning sessions and online resources were accessible to all staff working in ELC settings. The online resources were particularly well used during the period of school and nursery closures. Staff who were working from home engaged in professional learning to develop the skills, attributes and knowledge necessary to deepen and support children's learning and development through effective pedagogy.

English as a Second or Other Language (ESOL)

ESOL for Work learners improved their English language and digital skills which enabled them to apply for work and to understand Scottish work culture and practices. 14 ESOL learners also achieved accreditation through SQA to support their progression into work and further study. With improved confidence and employability skills, all learners created a CV and felt confident enough to apply for jobs. Adult learners have progressed to a range of positive opportunities including volunteering roles, apprenticeships, further education, and paid employment.

Convener's Awards for Outstanding Achievement

This session's Convener's Awards for Outstanding Achievement was due to take place in March 2020 to celebrate the outstanding success of 37 young people and groups from across the authority in various fields including sports, arts and creativity, community service and advocacy.

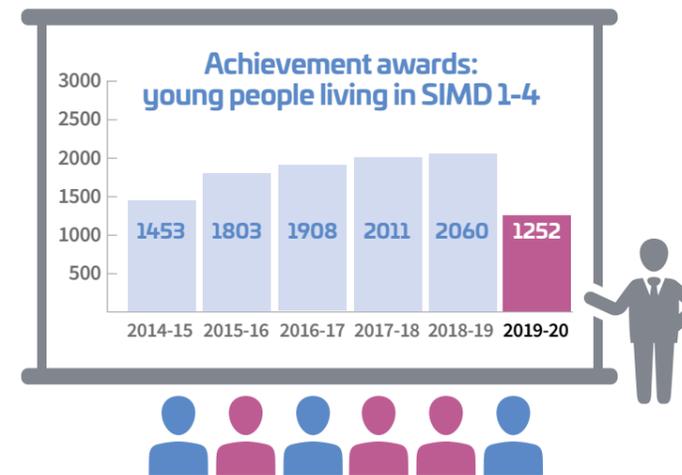
The in-person event was cancelled due to restrictions on large gatherings, however a celebration took place on social media and in the local press in May to recognise the wide range of outstanding achievements accomplished by East Renfrewshire young people.



Achievement Awards

Young people's achievements are recognised through a wide range of awards and awarding bodies. During session 2019-20, 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.

The education department monitors the number of pupils achieving a wide range of achievement awards over time, including Duke of Edinburgh, Saltire, John Muir and Caritas Awards. Due to school closures throughout the summer term 2020, many awards could not be completed within the school session and alternative arrangements were made to support young people to continue to pursue their achievements in a range of ways. Pupils who participated in Duke of Edinburgh who were unable to complete the expedition component of their award in the summer term, have received certificates in recognition of their achievements up to March 2020 and will be supported to work towards completion dates in 2021.



In the 5-year period from 2014/15-2018/19, the number of young people living in SIMD 1-4 who gained achievement awards increased by 42%. Completion of awards by all young people in 2019-20 was impacted by COVID-19 and uptake and participation is being closely monitored to ensure a recovery to previous levels of attainment, and to ensure individual pupils are provided with opportunities to complete awards which may have been interrupted.

Citizens' Panel

Through the Autumn 2019 Citizens' Panel Report, East Renfrewshire residents surveyed about their levels of satisfaction with the quality of service provided were very positive about the services provided by the Education Department. The report shows that primary and secondary education were the two highest rated council services in the survey. 98% of respondents rated primary education as good or very good; this figure was 97% for secondary education. Further analysis within the report showed that education continued to be one of the top reasons for respondents choosing to live in East Renfrewshire.

Comparator survey results are available for a small number of services and suggest that residents' views on these services in East Renfrewshire are generally similar to views reported across other local authority areas.

Customer Service Excellence

In November 2019 the Education Department undertook a full assessment by SGS Customer Service Excellence and achieved a continued award of the Customer Service Excellence Standard. The report recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. It identified the service as Fully Compliant against all criteria, with 24 areas of Good Practice and a further 26 areas of Compliance Plus, which are 'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.' The number of areas of Compliance Plus had increased from the previous assessments in January 2017, January 2018 and January 2019 when there were 13, 17 and 22 respectively.

'You demonstrated a comprehensive and detailed understanding of your customers and stakeholders both at a macro and micro level. This detailed insight was verified in discussion with those spoken to by the Assessor. In addition to this being a general feature of your service you make particular efforts to tailor services where the impact is most vital and likely to have significant impact on key outcomes. You link well with the Council strategy and policies as well as with wider Scottish Government and National Frameworks and priorities.'

**Customer Service Excellence Evaluation Report
November 2019**

Responding to COVID-19

Parents, carers and pupils reported that they were well supported by school staff. All schools developed systems in order to monitor online engagement and follow up any concerns about pupils who could benefit from additional support. A number of schools also featured on the DigilearnScot blog, sharing the work that they had undertaken in engaging families in the use of digital platforms and approaches.

Family Centred Approaches Framework

The Family Centred Approaches framework continued to be used by staff in schools and centres to ensure Family Centred Approaches lead their practice. Busby Primary School became the first Primary School to achieve Gold Family Focused status.

• 100% of ELC establishments and Primary School have achieved Family Friendly Status at Bronze level



• 100% of ELC establishments and 61% of primary schools have achieved Family Centred Status at Silver level (up from 52% in 2019)



• Two ELC establishments maintained accreditation as Family Focused at Gold level



• One Primary school has achieved Gold Family Focused Status.



Following successful adoption of the programme in primary schools and early years establishments, a framework for Family Centred Approaches for secondary schools has been developed in partnership with secondary school staff.

What are we going to do now?

- Continue to offer challenge and support to all schools and services to achieve consistently high standards
- Further develop approaches to professional inquiry across our schools and centres, including through Research Hubs
- Implement a CLPL policy which shares and develops best practice in professional learning
- Continue to implement the Leadership Strategy and implement an Aspiring Heads Programme
- Continue to implement the STEM Strategy and Digital Learning and Teaching Strategy, and review the Digital Learning and Teaching Strategy in light of progress made between March and June 2020
- Continue to develop and deliver a range of SQA accredited courses to meet the needs of adult learners while adapting our mode of delivery to take account of best practice in remote learning
- Work with the Digital Inclusion Partnership to evaluate the impact of Covid on residents and provide adult learners with digital support to access and engage with courses.
- Continue to expand the range of vocational opportunities available in the senior phase including level 4 Foundation Apprenticeships in the hospitality, construction and automotive sectors
- Review approaches to learning and teaching in partnership with colleges and other partner providers to offer young people appropriate, relevant and safe experiences during Covid-19, including virtual work placements and employer challenges
- Continue to develop new and existing relationships with employers and work in partnership with Skills Development Scotland to support curriculum planning to reflect current labour market information
- Continue to work in partnership with schools and with ERC Culture and Leisure Trust to ensure all young people have high quality opportunities for wider achievement and that wider achievements of all pupils are recognised in school
- Continue to implement the Parental Engagement Strategy.

Excellent Experiences

Through Care Inspectorate and 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.

'Throughout the school children have opportunities to lead their own learning through a range of challenging and enjoyable experiences which are very well matched to their needs and interests. Classrooms have been designed thoughtfully to maximise children's independence, supporting them to make decisions about where, when and how to complete their tasks.'

**Carolside Primary School
Improvement Visit Report,
November 2019**



Musical Success

Young musicians from across the authority enjoyed outstanding success during the Glasgow Music Festival in March. The Glasgow Music Festival and Scottish Concert Band Festivals not only give our young people the opportunity to perform at a very high level in excellent auditoriums, they also allow them to see and hear their peers performing. All six of East Renfrewshire's bands and ensembles won in their individual categories and were awarded First Class certificates:

- The East Renfrewshire Schools' Senior String Orchestra
- The East Renfrewshire Schools' Junior String Orchestra
- The East Renfrewshire Schools' Fun-string Orchestra
- The East Renfrewshire Schools' Intermediate Choir
- The East Renfrewshire Schools' Junior Concert Band
- The East Renfrewshire Schools' Senior Concert Band

The Senior String Orchestra we awarded the Dorothy Gunnee Certificate for the third year in a row, having won the class with a mark of 87%. Our ERC Junior, Intermediate and Senior Choirs also won in each of their classes with First Class Certificates.

Virtual String Orchestra

During the period of school closure the East Renfrewshire Schools' Senior String Orchestra continued to perform together online through a virtual concert, performing "One Day Like This" by Elbow. The Senior String Orchestra's membership includes secondary pupils from all seven of our secondary schools.

66 pupils recorded their performances from their homes then sent them to the Instrumental Music team to be edited together. The resulting performance was greatly appreciated by pupils, staff and parents during the school closures and a recording is available to view on Youtube.



Instrumental Music Tuition

Instrumental music instructors maintained a level of service during lockdown through use of pre-recorded tutorials and materials shared through Google Classroom. Parents and pupils were very positive about the support they received.



Sporting Success

An S3 pupil from Barrhead High School played in the winning Rangers U15 team at the Scottish Cup. She Captained the U15 Scotland Team throughout the session and played in the Scottish Women's Football League for Rangers U19s, at the age of 14.

An S6 pupil from Eastwood High School broke the Scottish U17 record for 60m with her run of 7.57 seconds at the U17 Athletics Championships in Sheffield in February. The previous record of 7.58 seconds had been held for 40 years.

An S4 pupil at Mearns Castle High School was selected for the Scottish National Gymnastics team. She is a three times Scottish gymnastic champion and tenth in Britain.

An S4 pupil from St Luke's High School reached the finals of the national Greatest Dancer competition, broadcast on ITV+. She was also appointed a Sportscotland Young Ambassador and took a lead role in their National Conference at Hampden Park in August 2019 by interviewing athlete Ross Murdoch.

An S2 pupil from Woodfarm High School was selected for the women's Scottish National U15 football squad versus Wales. She was also selected for the Scottish Schools U15 Women's Team.

An S6 pupil from Williamwood High School represented Scotland U18 in the karate male kumite team at the European Championships in Denmark and the World Championships in Chile. The pupil is also the Scottish and British Open U18 Champion.

An S6 pupil from Williamwood High School set a new Scottish U17 record in pole vault at 4.72 metres. The pupil is also the 100m hurdles Scottish Champion (U17) and was nominated for U17 Athlete of the Year.

An S4 pupil from St Ninian's High School represented the Scotland National Women's Football team at U17 level.

An S3 and an S4 pupil from St Ninian's High School were selected for the U16 Great Britain ski team to compete in the International Ski Federation's children's ski races.



Confucius Institute for Scotland's Schools

20 pupils from Barrhead, Williamwood and Mearns Castle High Schools travelled to China in October 2019 to take part in a joint Chinese cultural and language learning trip together with pupils from East Dunbartonshire. The trip was facilitated and part-funded by the Confucius Institute for Scotland's Schools, who continue to work in partnership with East Renfrewshire to support the development of Mandarin Chinese learning and teaching. During the visit pupils visited our partner high school in Tianjin, No 45 High School and spent time in classes. A third full-time Mandarin teacher took up post in August 2019 to take forward the expansion of Chinese learning in the Barrhead and Williamwood clusters, again supported by CISS.

Pupils from several East Renfrewshire primary schools continued to advance their Chinese skills during the period of school closure, by taking part in 'Discovering China' online classes provided jointly by CISS, Scotland's Centre for Language Learning, SCILT and national online learning platform E-sgoil. In addition to the live weekly lessons, pupils had the opportunity to consolidate their learning by engaging in support materials posted into their online class Team.



French Video Competition

Primary 7 pupils at Giffnock Primary School won the Regional Award for Scotland in the Institut Français 'Pop Video' competition. The pupils composed, performed and recorded a video for their original song, 'Au Café ce Soir'. The video was shared widely through social media platforms following the award announcement in June 2020 and is available to view on Youtube.

Staff who led the project were invited to share their innovative practice with colleagues nationally by the Open University, who offer professional learning for primary teachers to support delivery of Scotland's 1+2 Approach to language learning.

Review of 1+2 Languages

In October 2019 and February 2020 the Education Department carried out a review of the implementation of Scottish Government's 1+2 Languages Approach and the quality of learners' experiences of language learning from 3-18. The 1+2 Approach entitles every child to learn a first foreign language from P1 until the end of the BGE, and a second foreign language from P5 until the end of the BGE.

The review found that significant progress had been made in implementing the 1+2 Approach. A number of areas of key strength were identified, including the attitudes towards language learning amongst learners, parents and carers and teaching staff which are very positive and reveal a good understanding of the lifelong benefits of language learning. The implementation of entitlements was found to be ahead of national progress across all sectors. Several important areas for further development were outlined, particularly in relation to challenge, relevance, choice and consistent progression for learners throughout the BGE. The education department will work together with school staff to implement the recommendations of the review report.

'In lesson observations in most schools, a range of creative teaching approaches were being used to engage and motivate learners... In a few schools, even the youngest learners were able to articulate their learning and could share examples of how they used their knowledge about language to support them to speak and write accurately.'

Report on Thematic Review of 1+2 Languages, April 2020

Learning, Teaching and Assessment

In 2019-20, 97% of schools self-evaluated their provision as 'good' or better for learning, teaching and assessment. 66% were evaluated as 'very good' and 3% as 'excellent'. In an HMIE inspection of St John's Primary School, inspectors evaluated the school as 'good' for learning, teaching and assessment.



Questionnaires in 2019-20 showed that:

Pupils agreed that they enjoyed learning at school

86%

92%

Parents and carers agreed that their child enjoyed learning at school

Parents stated that their child liked being at their ELC setting

97%

Inclusion policy

The Educational Psychology Service organised and delivered a dynamic conference in September 2019 to support the implementation of the revised inclusion policy and a comprehensive programme of professional learning. The conference was very well attended by leaders from all education settings. Information and strategies were shared on relationship-based approaches, nurture and trauma-informed practice. The event was highly evaluated by all participants and the professional learning programme was well received.

'The conference reminded us about the importance and meaning of inclusion which is key in East Renfrewshire Council.'

Secondary Head Teacher

Nurturing Approaches

Training in nurturing approaches was delivered to a range of staff in early years, primary and secondary. All participants reported that the training helped them to meet the needs of children and young people in their context. A practitioners' network was also established. Through this collaborative forum participants: shared best practice and resources with other nurture practitioners; received information on new research, resources and training opportunities; and collectively identified training needs which will inform the content of future network meeting. Staff were also recruited to engage with the Compassionate Connected Communities professional learning resource however this was postponed due to the Covid-19 pandemic.

In the year 2019-20, 32 education staff took part in Applied Suicide Intervention Skills Training (ASIST) course. 100% of participants felt the training increased their confidence in responding to and supporting someone who is at risk of suicide.

Isobel Mair School

Pupils at Isobel Mair School supported their local community during the lockdown period through their 'One Community' project. Pupils were invited to write a letter or draw a picture for a local care home resident and deliver this to a school letterbox. The letters were later delivered to two local care homes as a way to offer some kindness and companionship to the local community during a time of isolation.



'The learning pathways planning tool took account of the complex interaction of disabilities, medical issues and sensory impairments on a child's learning experiences. This supported a child-led, highly individualised and personalised approach to addressing children's learning needs.'

Care Inspection Report, Isobel Mair School

Active Schools

During academic session 2019/20 the Active Schools Team worked in close partnership to support our schools, both during the pre-pandemic period from August to February and also during the period of school closures from March onwards. Activity sessions and pupil participation had increased by 5% compared with the previous session for August to February, delivered through out of school sport and physical activity programmes. Girls' participation was a key focus of Active Schools work and over half of all participants in extra-curricular school based activities were girls in East Renfrewshire, which is above the national average.

Following school closure in March 2020 the Active Schools Team pivoted to support the direct delivery of sport and physical activity sessions in the local area school hubs. All school hubs were supported Monday to Friday throughout this period, with all children receiving at least 2 hours of outdoor sport and physical activity per week delivered by an Active Schools Coordinator.

The team delivered two weeks of Easter Holiday camps in Eastwood High School and Carlbar Primary School to enable frontline workers to maintain their vital work. They also developed an online CLPL sport and physical activity training resource for Primary School teachers to support the delivery of outdoor activities.

UNICEF Rights Respecting School Awards

Schools and centres continue to pursue the Rights Respecting School Award with 11 schools at Gold level and 12 at Silver. During assessment visits to East Renfrewshire schools, a number of key strengths were noted including the ownership and agency demonstrated by children in shaping their school, the positive ethos where relationships are based on mutual respect and children's engagement in their learning.

'There is a wide range of activities open to children, focused on the development of their health and wellbeing. The school places a particularly strong emphasis on supporting the development of good mental health and physical activity. The variety of children's experiences in the school contributes to them becoming confident individuals, successful learners, responsible citizens and effective contributors.'

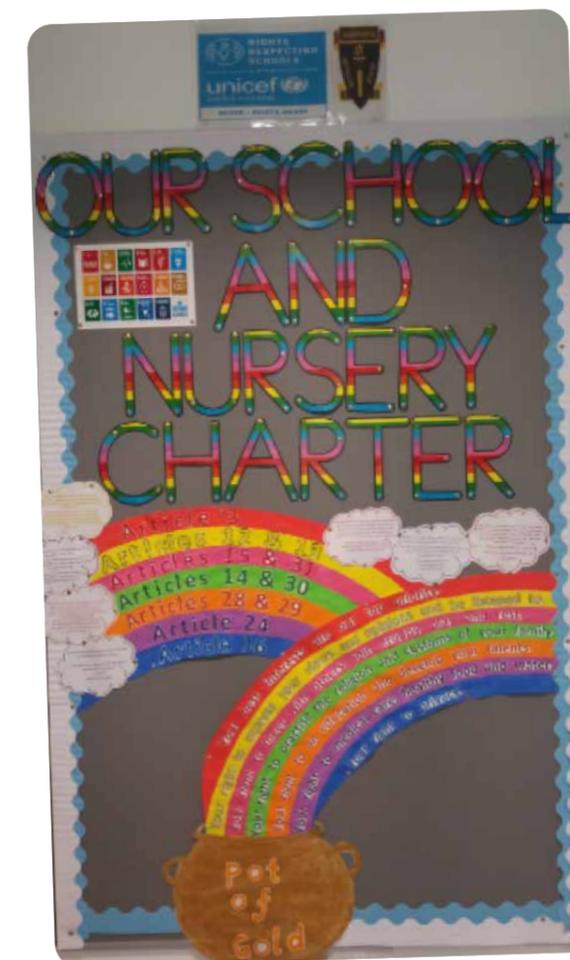
Education Scotland Summarised Inspection Findings, St John's Primary School June 2020



Learning for Sustainability

Most settings (29) have a current Green Flag Award and training was delivered last session in partnership with Keep Scotland Beautiful to encourage further participation.

Pupils and staff at Isobel Mair School focused on Learning for Sustainability across the curriculum and collaborated to further develop an understanding of environmental and global citizenship issues across the school community. S2 and S3 pupils from class Harris worked to improve the issue of carelessly parked cars in the school car park, by highlighting the need for safe access for all and the availability of parking spaces nearby. Their work was celebrated in the local press in March 2020.



Attendance

Overall attendance rate for all primary schools in 2019-20 was 95.5%, down 0.8% from 96.3% in 2018-19. The department's three year average target (2019-21) is 96.6%; average attendance is currently 0.6% below the target value for the two years thus far. The latest three year average for primary attendance (2017-2020) was 96.0%. Both primary and secondary school attendance have been impacted by the effects of COVID-19.

In secondary, the overall attendance rate for all secondary schools across S1-S5 was 93.0%; 0.9% below that recorded in 2018-19. The three year average target (2019-21) for the same stages has been set at 94.0% and attendance is currently 0.5% below the target value for two years thus far. The latest three year average secondary attendance (2017-2020) was 93.6%.

Questionnaires showed that:

90%

Pupils who felt they were well supported in moving to a new school in the last year



Parents and carers who agreed with this

94%

94%

Parents who stated that their child was well supported if they started at the setting or moved to a new room or group in the last year at their ELC setting.



Exclusion Rates

Our schools continue 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.

In 2019-20, no temporary exclusions were made in the primary sector. East Renfrewshire compares very favourably to the national value of 8.1 incidents per 1000 pupils (latest published data for 2018-19). The primary sector is on target to achieve its 3-year average target for the period 2018-19 to 2020-21, set at 0.3 incidents per 1000 pupils. There have been no exclusions in the primary sector since 2016-17.

In 2019-20 there was a decrease in exclusions in the secondary sector to 4.6 incidents per 1000 pupils, down from 6.7 in 2018-19 and the lowest exclusion rate since 2014-15. The ERC performance compares very well with the national figure of 39.6 incidents per 1000 pupils (latest published data for 2018-19). After 2 years, the secondary sector is 0.7 exclusion incidents per 1000 pupils above the 3 year average target (2018-19 to 2020-21) of 5.0 incidents per 1000 pupils.

Exclusions of pupils from within our Looked After community was 8.5 per 100 pupils in 2019-20, a significant decrease from 26.3 in 2018-19 and the lowest rate since 2014-15. The authority achieved its 3-year average target (2016-17 to 2018-19) of 45 incidents per 1000 pupils for Care Experienced children, with a rate of 32.4 incidents per 1000 pupils.



Anti-bullying

The annual anti-bullying return shows a 52% decrease from the previous year in the number of confirmed bullying incidents from 63 to 30. Of those 11 were in primary schools and 19 in secondary schools. The three-year average number of incidents is 46.

Questionnaires showed that:



93%

Pupils agreed that the school helped them to understand and respect other people

97%

Parents and carers in schools (95% in ELC settings) felt that the school or setting encouraged children to treat others with respect

97%

Young people felt other pupils treated them fairly and with respect

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

Corporate Parenting Plan

A new Corporate Parenting Plan was produced and within this is a commitment to fully implementing the education department's Corporate Parenting Policy. At GIRFEC and Corporate Parenting Forums held during school session 2019-20, best practice was shared with senior staff from all settings on Children's Hearings, engagement with the HSCP Request for Assistance Team, and the newly launched For Your Entertainment scheme.



Young Carers

A Young Carer Schools Group piloted best practice in six targeted schools and then coordinated a professional learning offer to all schools, in order to raise awareness around the support available to young carers in East Renfrewshire. An event was held in January 2020 to mark Young Carer Awareness Day, celebrating the achievements of our young carers and sharing their lived experiences. 17 schools have engaged with a Young Carer development worker who has delivered assemblies, workshops and drop-in sessions for pupils, as well as training for staff. There has been a significant increase in the number of carers being identified by schools and being supported by the Young Carers Centre as a result of this activity.

Very effective transition arrangements were in place for all children moving from early learning and childcare establishments to primary school.

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

Equalities

School Equalities Coordinators met with Education Department personnel for training, information and sharing of best practice. Sessions delivered in partnership with Show Racism the Red Card and Stonewall Scotland supported schools to make further improvements to promote equality in all establishments. The Equalities Forum met twice as an open forum involving parents in progressing equalities-related issues.

Mearns Castle High School became the third East Renfrewshire school to receive a Vision Schools Scotland Level 1 Award. The award is supported by University of West of Scotland, whose research has shown that a whole-school approach to Holocaust Education is effective in promoting equality and inclusion and challenging discrimination and prejudice, including anti-semitism.

Workload Conference

The Local Negotiating Committee for Teachers (LNCT) collated and analysed the results of two workload surveys conducted in 2019, one aimed at all teachers and one specifically for head teachers. The results were presented to head teachers and teacher representatives at an LNCT workload conference held in March 2020. The results will be used by settings to reflect on and improve current practices. The LNCT have co-produced a Workload and Bureaucracy Report and Plan which identify actions to be taken by settings, the education department and the LNCT to further reduce unnecessary bureaucracy over the next three years.



Health and Wellbeing

A new national 3-18 Relationships, Sexual Health and Parenthood Education resource was launched. A programme of professional learning for East Renfrewshire settings to support its delivery was provided.

The Educational Psychology Service led a multi-agency group to produce a framework and pathway document to support children and young people's mental wellbeing. Healthier Minds was launched across the council at a successful event on 5th February 2020. A Healthier Minds programme of professional learning was created to compliment the document.

100% of schools self-evaluated their performance in Ensuring Wellbeing, Equality and Inclusion as 'good' or better in the three years from 2018 to 2020. In 2019-20 almost all pupils (92%) stated in responses to education department questionnaires that they feel safe in school and almost all staff (99%) understand how to apply the school's procedures relating to child protection and safeguarding.

Physical activity and sport are recognised as being a major contributor to Health and Wellbeing. SportsScotland's School Sport Award is currently held by 25 of our schools, with 20 of these holding awards at Gold level.

Responding to COVID-19

During the period of school closure between March and June 2020, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. Senior and pastoral care staff in all settings maintained regular contact with families and provided additional support as required to address any wellbeing or learning needs. Key staff from the education department and all settings worked closely with colleagues in the Health and Social Care Partnership (HSCP) to ensure that the needs of vulnerable children and young people were prioritised.

This included weekly liaison and planning meetings between Educational Psychology, Social Work and HSCP staff to coordinate support for vulnerable children and young people and their families. Close cooperation between Education and HSCP colleagues has also ensured that youth counselling has continued to be available.

The Healthier Minds resource was regularly updated with accessible information for parents, children, young people and professionals. Between the start of lockdown and the end of term there were 8285 page views of Healthier Minds online.



8285
page views of Healthier Minds online

School Meals

Throughout the period of school closure the school catering team prepared and delivered weekly food bags for children who were eligible for free school meals. Each bag contained food and recipes for simple interactive cooking for five days, alongside allergy and food safety advice. At the same all children in hub schools received lunch each day.

The catering team were finalists in the APSE Best and Most Improved Performer in School Catering national awards. In addition the catering team maintained the Food for Life Bronze level awarded by the Soil Association, and retained Coeliac UK's gluten free accreditation.

Facilities Management

The janitorial and cleaning teams maintained a high level of provision of services throughout the session, including during the period of school closure when they supported local area hub schools. Janitorial and cleaning staff made a crucial contribution to the safe reopening of schools by providing enhanced cleaning regimes and overseeing maintenance and building improvements throughout the authority. The teams were winners in the APSE Best Performer in Building Cleaning category for 2019-20.

"This has been a successful year for these behind the scene services where staff are dedicated and work tirelessly to achieve education's commitment of Everyone Attaining, Everyone Achieving Through Excellent Experiences."

Quality Manager, Facilities Management



Financial Resources

Resources continued to be made available to Head Teachers to support local initiatives to improve the attainment of the lowest performing 20% of pupils. Ongoing funding allocated to Early Years also ensured work in that sector to improve outcomes for children was sustained during financial year 2019-20. The successful Reading Recovery scheme was also able to continue.

In line with previous years the department took action to maximise savings, resulting in an underspend against budget of 1.2%. At school level, Head Teachers were able to carry-forward some unspent funds which they will be able to utilise to support school improvement plans over a number of academic sessions or, where necessary, manage into longer term budget reductions. The financial impact of the COVID-19 pandemic continues to emerge and will be monitored closely as we progress through 2020-21. The new build Maidenhill Primary School and Nursery and a new nursery class at St Cadoc's Primary school class opened as planned at the start of session 2019-20.

Online Services

The department progressed with the initial phase of using [parentsportal.scot](https://parentsportal.scot.nhs.uk/) functionality to allow parents to access a range of online services. We had a large uptake of parents using this facility with over 10,000 pupils now linked to an active parentsportal.com account, representing over 50% of the pupils across East Renfrewshire.

In addition a number of online processes were put in place to support establishments during the COVID-19 pandemic including online processes for catchment school applications, parent appeals, key worker provision, instrumental music provision and privilege pass applications. The department is also now using the [gov.notify](https://gov.uk/govnotify) service to facilitate text messaging across a range of services, in order to communicate with parents about a range of services including free school meal provision, early learning and childcare, admissions, school transport and education maintenance allowances.

Investment

Prior to the pandemic, the main construction phase of the 5 new build Early Years centres was on target to be complete as planned for August 2020 to support the expansion of free early learning and childcare to 1140 hours. Alternative temporary arrangements have been put in place for those families now impacted by the inevitable delay in opening these new centres, ensuring all eligible children can access 1140 hours from August 2020 in alternative establishments where required.

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

- The Learning and Leisure in Neilston project will take forward a campus development comprising new build replacements for Neilston Primary, St Thomas's Primary, Madras Family Centre and a new library, with the village also set to benefit from improved leisure facilities

- Extending facilities to temporarily increase the planning capacity at St Ninian's High School, honouring commitments made when changing school admissions arrangements

- Further extending Crookfur Primary School in view of increasing demand within the catchment area

- Provision of an all-weather pitch and running track at Mearns Castle High School.

What are we going to do now?

- Continue to provide high quality professional learning opportunities for all staff and moderation facilitators in the integrated approach to learning teaching and assessment and work with partners across the West Partnership to moderate learner evidence via the online Assessment Portal
- Develop an action plan to implement the recommendations of the Review of 1+2 Languages
- Adapt approaches and methods of curriculum delivery in light of COVID-19, taking cognisance of national guidance
- Take forward the recommendations from the most recent Instrumental Music Service Review
- Implement the Diversity Action Plan
- Revise the Inclusion CLPL Programme to focus on recovery and re-connection and take account of Covid-19 restrictions
- Support settings to develop a recovery Health and Wellbeing curriculum
- Support schools and centres to further develop whole school approaches to Learning for Sustainability, and increase the number of schools achieving Gold level Rights Respecting School Awards and Green Flag Awards
- Continue to provide coordinated support for young carers in partnership with the Carer's Centre and the Health and Social Care Partnership
- Continue to implement our Corporate Parenting Policy
- Implement an LNCT action plan to address teacher workload and bureaucracy
- Continue to work in partnership with schools and centres to manage the financial impact of the COVID 19 pandemic and more generally realise the level of savings required whilst minimising the impact on schools and services
- Continue to align our financial resources to the delivery of the department's vision, ensuring effective and efficient budget management whilst supporting increased empowerment with regards to funding decisions
- Continue to seek investment to improve the learning environment for all our children and young people and expand provision as required
- Develop our digital capacity and modernise services for all learners and residents.



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