

East Renfrewshire Council

Education Department

Local Improvement Plan

2014 – 2017

A message from Councillor Elaine Green

As the convener for education and equalities, I am very pleased to introduce the Education Department's local improvement plan for 2014 – 2017. East Renfrewshire Council is committed to delivering the highest quality services for its residents and throughout my tenure as convener, I will continue to do my utmost to ensure this continues to be the case for Education Services.

The department updated its vision statement to guide the direction of its improvement agenda. *Everyone Attaining, Everyone Achieving through Excellent Experiences* captures our aspirations and expectations for all learners and customers. It outlines our commitment to supporting everyone including staff, to realise their potential whether they work in or go to one of our schools or nurseries, sports centres, libraries or the theatre.

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

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

Councillor Elaine Green
Convener for Education and Equalities

Introduction to Local Improvement Plan for 2014 - 2017

As the new Director of Education, I have worked with key leaders in the department, schools and centres to devise a new vision statement. *Everyone Attaining, Everyone Achieving through Excellent Experiences* is designed to reflect the Council's Single Outcome Agreement 2013 – 2016, the new Corporate Statement 2014 - 2017, *Your Council Your Future*, and the outcomes we strive to achieve for and with our residents.

On a yearly basis the Education Department's Quality Improvement Team and service managers carry out an extensive audit to identify strengths in our current provision and areas where further improvement is required. The department's progress with the impact and outcomes listed in the Local Improvement Plan 2013 – 2016 were detailed in the Department's Standards and Quality Report 2012 – 2013, which is available on the Council's website¹ or from libraries, Council offices and schools. This revised local improvement plan reflects the areas for improvement identified through this annual process, and will reflect the timescale of an academic year i.e. will guide improvements for the next three school sessions August 2014 – July 2017.

The outcomes and impact, together with the high level areas for improvement, have been updated and are now organised under the wellbeing indicators as set out in the national programme *Getting it Right for Every Child* (GIRFEC). They clearly link to the outcomes in the Council's new Single Outcome Agreement and the department's contributions to the Council's Outcome Delivery Plan 2014 - 2017. The Local Improvement Plan 2014 - 2017 provides schools and services with a framework for improvement. It has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services.

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

Mhairi Shaw
Director of Education

¹East Renfrewshire Council website www.eastrenfrewshire.gov.uk

Using this Local Improvement Plan

The Local Improvement Plan outlines the high level areas for improvement for all services and schools and is informed by the Department's Outcome Delivery Plan which details the targets and indicators that will be used to measure the impact of our work. This is illustrated in the diagram on page 4, included in which is the Council's Vision and the Local Outcomes that relate directly to the services the Education Department provides. Links between national and local priorities and this plan are outlined in Appendix 1.

The plan lists the expected outcomes and impact under the headings of the GIRFEC wellbeing indicators – safe, healthy, achieving, nurtured, active, respected, responsible and included, known as the SHANARRI indicators. The plan contains a list of high level areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes. The list is extensive but it is not intended that each school or service should include every strand, or even every Key Area, in its improvement plan for the next three years. For example, a primary school where self-evaluation has recently been evaluated as 'excellent' by the Quality Improvement team or Education Scotland would not be expected to include that as a priority for change in its improvement plan. In the same way, a secondary school where attainment in literacy and numeracy in S1 and S2 is very high would more sensibly focus on the identified shortcomings in performance in SQA examinations. Equally, a service with an outstanding report from Investors In People, such as our Library Service, would not be expected to have an improvement priority which focused on management and support of staff, but would be expected to maintain such high standards. The purpose of this Local Improvement Plan is to help and guide individual centres, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.

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

- Carry out a self-evaluation of performance to date using the relevant Quality Framework e.g. How good is our community learning and development? How good is our culture and sport?, How good is our school, Child at the Centre, including the published increased expectations. Account should be taken of recent evaluations resulting from an inspection by Education Scotland or a review by the Education Department's Quality Improvement Team.

- Schools and services should prepare a Standards and Quality Report, which reflects the Education Department's guidance on reporting and summarises the results of the self-evaluation.
- Identify aspects of performance in which improvement is necessary. Give due weight to major strategic initiatives, local and national, for example *Curriculum for Excellence*, Recognising Achievement and Raising Attainment Strategy, the local Prevention and Place agenda, the Council's Five Capabilities, Early Years Taskforce Shared Visions and Priorities, Improving the Life Chances of the Lowest Performing 20%, Teaching Scotland's Future, the soon to be enacted Children and Young People Act, strategies for Sports, Community Learning and Development, Libraries and arts.
- Consult with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes
- Draw up a list of the action points to be taken to bring about the desired improvements. This list should also give an indication of the likely timescale and the member(s) of staff who will be responsible for leading on each area where a need for improvement has been identified.
- The impact made in bringing about the desired improvements should inform the self-evaluation process and be reported in the annual Standards and Quality Report.
- Involve the authority's Quality Improvement Team at each stage in planning for improvement.

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

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

East Renfrewshire Council Single Outcome Agreement

East Renfrewshire's Vision

Your Council – Striving to be the best we can be to deliver a better future for all.

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

All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.

Parents are supported to provide a safe, healthy and nurturing environment for their families.

Our young children are healthy, active and included.

Our young children are safe and cared for.

East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Children are confident, effective learners and achieve their full potential.

Children and young people raise their educational attainment and achievement, developing the skills they need during their school years and into adulthood.

Residents have the skills for employment through increased take up of education and training opportunities.

Education Department Outcome Delivery Plan

Intermediate Outcomes, Indicators and Targets

An indication of how we will measure our contributions to the delivery of East Renfrewshire's Single Outcome Agreement.

Education Department Local Improvement Plan

Impact and Outcomes: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included
Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

Our vision is one of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. We work to ensure we *Get It Right For Every Child* (GIRFEC) and that all children, young people and adults are Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible and Included. We believe that this vision and these principles can and will be realised through the commitments signalled in this plan and reinforced by the actions taken in our schools and services to improve the quality of the experiences we provide for the children, young people, adults and families of East Renfrewshire. Our target outcomes and expected impacts in the next three-year cycle are organised under the SHANARRI wellbeing indicators:

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Safe (protected from abuse, neglect or harm)	<ul style="list-style-type: none"> • An improvement in the percentage of learners reporting they feel safe and cared for in school • An improvement in the percentage of pupils reporting that school staff are good at dealing with bullying behaviour • Maintaining and improving upon the high percentage of staff agreeing they are aware of their school's procedures for protecting children 	<ul style="list-style-type: none"> • Support schools and services to continue to develop positive relationships through restorative and nurturing approaches • Continue to work with schools and services to develop a zero tolerance to bullying and discriminatory behaviour • Support schools to work with internal and outside agencies to implement Education Departmental guidance on promoting positive behaviour
Healthy (experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices)	<ul style="list-style-type: none"> • A positive culture in health and wellbeing in every school and service • An improvement in the percentage of pupils reporting they are encouraged to make healthy food choices 	<ul style="list-style-type: none"> • Work with partner agencies to develop our approaches to health and wellbeing and refreshing our commitment to promoting health and wellbeing in schools • Further support physical education in primary schools through enhanced CPD opportunities for staff • Continue to monitor income performance and school meals uptake against targets
	<ul style="list-style-type: none"> • Increased involvement of new users in culture and sports services and holiday programmes 	<ul style="list-style-type: none"> • Support the development of the integrated programmes in the Barrhead Foundry • Continue to programme holiday classes of high quality with experienced and motivational staff
	<ul style="list-style-type: none"> • An increase in the percentage of pupils reporting they take part in out-of-class activities and school clubs 	<ul style="list-style-type: none"> • Refresh arts and sports development and align primary schools to local clubs • Review the out-of-school hours PE programme in every primary and secondary school
	<ul style="list-style-type: none"> • An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27 – 30 month assessment and on entry to primary school 	<ul style="list-style-type: none"> • Analyse the results to identify strengths and areas where nursery staff can be supported to improve their practices • Work with community planning partners to develop our approaches to Prevention and Place with an initial focus on the Auchenback area of Barrhead

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Achieving (receiving support and guidance in their learning – boosting their skills, confidence and self-esteem)	<ul style="list-style-type: none"> An ethos of high expectations and achievement in every school and service 	<ul style="list-style-type: none"> Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review
	<ul style="list-style-type: none"> Continue to be the highest performing mainland council area as measured by national examinations Improved attainment in the senior phase An improvement in the attainment of the lowest performing 20% of East Renfrewshire's school age children and especially looked after children 	<ul style="list-style-type: none"> 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 Provide analysis and benchmarking information on SQA examination results in all subject areas to support schools in ensuring young people are presented for the most appropriate National Qualifications Provide further support to senior staff and teachers in schools in using tracking and monitoring tools, including the new Senior Phase Benchmarking Tool (Insight) Share best practice in raising attainment of the lowest performing 20%
	<ul style="list-style-type: none"> Improved reading, writing and mathematics throughout the years of the broad general education An improvement in the readiness of children to start learning 	<ul style="list-style-type: none"> Devise and implement a Literacy Strategy Implement the English and Literacy Action Plan Continue to implement the Numeracy and Mathematics Action Plan Support schools and pre-five centres to implement new approaches to teaching reading skills Support children's reading as part of our libraries strategy
	<ul style="list-style-type: none"> An increase in the number of pupils, school leavers and adults with well developed employability skills 	<ul style="list-style-type: none"> Work with partners to redesign the school vocational programme Offer adult learners participating in SQA employability courses the opportunity to achieve an accredited qualification
	<ul style="list-style-type: none"> An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements 	<ul style="list-style-type: none"> Continue to support and challenge schools to develop systems for the recording, reporting and celebration of the personal achievements of all children Work with partners to accredit young people's achievements through a broad range of activities and national award schemes Work with staff and pupils to develop further and continually improve pupils' ability to articulate their learning and skills development through e-profiling and profiles, extending the profiling processes below and beyond P7 and S3
	<ul style="list-style-type: none"> A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally 	<ul style="list-style-type: none"> Continue to implement the <i>Curriculum for Excellence</i> action plan, with a particular focus on curriculum design of a broad general education and the senior phase Continue to support schools to implement the new National Qualifications, including their assessment practices in line with the national framework Continue to establish in everyday practice a clear understanding of assessment, moderation and quality assurance in relation to both the broad general education and the senior phase Implement the 1 + 2 languages policy Ensure strong transition in science education from pre-five to Primary 1 and from Primary 7 to S1 in every cluster

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Nurtured (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> Higher levels of parental engagement in their children's learning and in the life of the school 	<ul style="list-style-type: none"> Continue to support schools to implement the refreshed Parental Involvement strategy
	<ul style="list-style-type: none"> Increase in the number of prefive establishments being awarded the 'Family Friendly' accreditation. 	<ul style="list-style-type: none"> Work with partners to implement East Renfrewshire's Parenting Strategy Work with partners to implement new national legislation (Children and Young People Act) and to extend services and provision for children 0 – 5 years, within available resources
	<ul style="list-style-type: none"> An increase in the schools and centres putting nurturing approaches into practice 	<ul style="list-style-type: none"> Continue to support our schools to implement departmental guidance on Promoting Positive Behaviour Progress the new build replacement for Barrhead High School in collaboration with the Scottish Futures Trust and other partners Within available budget, provide schools and services with sufficient resources to support their work and provide accommodation, the effective use of which supports nurturing approaches
	<ul style="list-style-type: none"> An increase in the percentage of families completing family learning activities, reporting they are more able to support their child's learning 	<ul style="list-style-type: none"> Develop focused workshops for parents of young children and promote the benefits of learning together
	<ul style="list-style-type: none"> A culture based on Getting It Right For Every Child and where well-being indicators are driving improvement across all services and schools 	<ul style="list-style-type: none"> Work with partners to introduce the role of Named Person, the Child's Plan and to embed the principles of Getting It Right For Every Child (GIRFEC) in all schools and classrooms
Active (having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)	<ul style="list-style-type: none"> Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential 	<ul style="list-style-type: none"> Continue to implement the recommendations of the review of the allocation of instrumental music tuition Continue to develop string tuition in the Barrhead, St Luke's and Eastwood clusters with string tuition feeding through to all secondary schools Continue to build on the successes of the Instrumental Music Service's ensembles, bands and orchestras and provide them with a wide variety of performance opportunities Develop a Parent and Child visual art class designed for the 3-5 age group
	<ul style="list-style-type: none"> Partnership arrangements which ensure that participation in arts and sports in schools is supported and continued in the community 	<ul style="list-style-type: none"> Support the development of Community Sport Hubs to increase community sports capacity Implement the Sports strategy Continue to develop the programming in Giffnock Library as a community hub Work in partnership with schools, sports clubs and parents to promote the athletics, gymnastics and football pathways Develop multi-discipline arts projects across East Renfrewshire

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Active (cont'd) (having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)	<ul style="list-style-type: none"> An increase in participation in cultural and sporting activities An increase in the percentage of participants in the school holiday programme who are in receipt of a free school meal and sporting activities among under represented groups 	<ul style="list-style-type: none"> Undertake a transformation programme within Sports Services Develop a Reading Challenge specifically for teenage children to run alongside the adult and children's Reading Challenge, raising the profile of reading as a positive family activity Continue to provide the programme for Early Years, including Bookbug, and provide opportunities for preschool children to participate in the arts Continue to promote girls' football through after school clubs and the development of girls' football centres Continue to work with partners to support young carers and young people with additional support needs to participate in sporting activities Continue to develop sports, arts and library services for children under 5 years
Respected (to be given a voice and involved in the decisions that affect their wellbeing)	<ul style="list-style-type: none"> An improvement in the percentage of children and young people reporting they are treated fairly and with respect 	<ul style="list-style-type: none"> Encourage all schools and centres to work towards Rights Respecting School Award accreditation.
	<ul style="list-style-type: none"> Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour 	<ul style="list-style-type: none"> Help schools and services to promote and sustain a sense of equality and fairness through the curriculum and service delivery and across all aspects of their work
	<ul style="list-style-type: none"> A consistently high satisfaction level of residents engaging with our services 	<ul style="list-style-type: none"> Analyse and learn from complaints and amend practice to ensure improved experience for service users and learners
	<ul style="list-style-type: none"> An increase in the percentage of pupils, staff and parents reporting they are actively involved in setting school priorities 	<ul style="list-style-type: none"> Help clusters and individual schools and services to improve joint working with pupils, staff and parents
Responsible (taking an active role within their schools and communities)	<ul style="list-style-type: none"> An increase in number of participants in weekly youth diversionary activities 	<ul style="list-style-type: none"> Align diversionary programmes across Sports, Arts and Libraries.
	<ul style="list-style-type: none"> An increase in the number of pupils participating in sports leadership programmes 	<ul style="list-style-type: none"> Work with schools to ensure that P6 – S1 pupils have the opportunity to take part in a Physical Education, Physical Activity and Sport Leadership experience
	<ul style="list-style-type: none"> An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it 	<ul style="list-style-type: none"> Encourage all educational establishments to apply for Eco Schools Green Flag and support all seven secondary schools to achieve accreditation Continue to embed global awareness and Scottish studies across all schools as integral to the curriculum Support schools to build a strong awareness of sustainable development, active and global citizenship

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Responsible (cont'd) (taking an active role within their schools and communities)	<ul style="list-style-type: none"> • A culture of self-evaluation and continuous improvement in all schools and services • An improvement in the percentage of learners reporting they have opportunities to take part in school committees / groups 	<ul style="list-style-type: none"> • Assist schools and services to improve continuously through self-evaluation including developing and implementing a revised policy on quality improvement, reflecting new national guidance • Provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement • Consult with user groups to shape our culture and sports services and holiday programmes, prioritising growth accordingly • Implement Public Library Quality Improvement Matrix recommendations for further improvement • Extend and further embed our use of How Good is Our Culture & Sport • Continue to support schools and services through the focus on Customer Service Excellence and Investors In People
	<ul style="list-style-type: none"> • Resources which lead to improvements for learners and service users 	<ul style="list-style-type: none"> • Ensure that resources are appropriate, strategically deployed to support front line activities, efficiently used and well directed to the prevention agenda, meeting needs, improving learning experiences and skills development • Refresh our Delegated School Management (DSM) scheme to reflect updated national guidance • Continue to support the identification of efficiency savings in all educational establishments and services • Continue to plan ahead for anticipated budget reductions in future years • Continue to develop online payment facilities in all schools and services
	<ul style="list-style-type: none"> • A skilled and confident workforce 	<ul style="list-style-type: none"> • Ensure all staff have the opportunity to participate in the PRD process • Roll out Professional Update for teachers in all schools • Develop, produce and implement high quality training for moderation facilitators across the authority to lead moderation in schools, clusters and across the authority. • Provide a programme of CPD for staff which meets the emerging developments in the curriculum and reviews and develops existing practice in self-evaluation to achieve excellence • Support schools in the evolution of Glow following the migration of users, content and services • Continue to offer a comprehensive CPD programme for support staff in schools including national vocational qualifications • Continue to provide training programmes for staff in our services linked to the PRD process • Seek GTCS accreditation for the Leadership Development programme • Continue to offer the Flexible Route to Headship programme • Continue to implement the programme for Newly Qualified Teachers (NQTs)

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Included (getting help and guidance to overcome social, educational, physical and economic inequalities: accepted as full members of the communities in which they live and learn)	<ul style="list-style-type: none"> • A further improvement in school leaver destinations 	<ul style="list-style-type: none"> • Ensure all school leavers have the most appropriate 16+ Learning Choice • Develop an Opportunities For All Plus Strategy with a prioritised focus on young people • Work with partners to support schools and services to improve transitions beyond school for all young people and especially those with additional support needs
	<ul style="list-style-type: none"> • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities • An improvement in the attendance rates of looked after children 	<ul style="list-style-type: none"> • Work with partners and participate in the Early Years Collaborative • Continue to seek new home lending service users and continue to develop the volunteering opportunities available • Continue to support staff to deliver Bookbug in the home. • Achieve the Volunteer Friendly Award • Working with partners to implement the Integrated Children and Young People's Services Plan with a particular focus on <i>Getting It Right For Every Child</i> (GIRFEC)
	<ul style="list-style-type: none"> • Practices and experiences which ensure that children, young people and adults' needs are identified and addressed • Maintain and where possible improve upon the already low exclusions rates in our schools, especially for looked after children 	<ul style="list-style-type: none"> • Devise and agree procedures for the placement of pupils in the right provision • Continue to implement the revised policy on Inclusion • Expand provision to meet the additional support needs of children and young people • Continue to ensure, in partnership with other agencies, the social and emotional health and wellbeing of pupils through the outreach services
	<ul style="list-style-type: none"> • Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination 	<ul style="list-style-type: none"> • Continue to improve the consistency of Psychological Service for children, young people, families and schools by embedding the involvement of its staff on a cluster basis
	<ul style="list-style-type: none"> • Reduce levels of identity-based bullying and racist harassment 	<ul style="list-style-type: none"> • Continuing to mainstream equalities in the work of all education establishments and services

Appendix 1

Scottish Government Policy Priorities	National Outcomes for Education	Single Outcome Agreement	GIRFEC Wellbeing Indicators (Links to Local Improvement Plan)
<ul style="list-style-type: none"> • Early years 	<ul style="list-style-type: none"> • Our children have the best start in life and are ready to succeed. • We have improved the life chances for children, young people and families at risk. 	<ul style="list-style-type: none"> • All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed. 	<ul style="list-style-type: none"> • Safe • Healthy • Achieving • Nurtured
<ul style="list-style-type: none"> • Economic recovery and growth • Employment • Health inequalities and physical activity 	<ul style="list-style-type: none"> • We are better educated, more skilled and more successful, renowned for our research and innovation. • Our young people are successful learners, confident individuals, effective contributors and responsible citizens. • We take pride in a strong, fair and inclusive national identity. • Our public services are high quality, continually improving, efficient and responsive to local people's needs 	<ul style="list-style-type: none"> • East Renfrewshire residents are fit and active and have the skills for learning, life and work. 	<ul style="list-style-type: none"> • Healthy • Achieving • Nurtured • Active • Responsible • Included
<ul style="list-style-type: none"> • Safer and stronger communities, reducing reoffending • Health inequalities and physical activity 	<ul style="list-style-type: none"> • We live longer, healthier lives. • We have tackled the significant inequalities in Scottish society. • We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others. • We value and enjoy our built and natural environment and protect it and enhance it for future generations. 	<ul style="list-style-type: none"> • East Renfrewshire is a thriving, attractive and sustainable place for residents and businesses to grow. 	<ul style="list-style-type: none"> • Safe • Healthy • Nurtured • Active • Respected • Responsible
<ul style="list-style-type: none"> • Safer and stronger communities, and reducing reoffending 	<ul style="list-style-type: none"> • We live our lives safe from crime, disorder and danger. 	<ul style="list-style-type: none"> • East Renfrewshire residents are safe and supported in their communities and homes. 	<ul style="list-style-type: none"> • Safe • Responsible
<ul style="list-style-type: none"> • Outcomes for older people 	<ul style="list-style-type: none"> • Our people are able to maintain their independence as they get older and are able to access appropriate support when they need it. 	<ul style="list-style-type: none"> • Older people in East Renfrewshire are valued; their voices are heard and they are supported to enjoy full and positive lives for longer. 	<ul style="list-style-type: none"> • Safe • Healthy • Active • Respected • Included