

East Renfrewshire Council

Education Department

Local Improvement Plan

2011 – 2014

### **A message from Councillor Alan Lafferty**

As convener for education and equalities, I am very pleased to introduce the Education Department's local improvement plan for 2011 – 2014. East Renfrewshire Council is committed to delivering the highest quality services for its residents.

This local improvement plan outlines the key outcomes we will be working towards 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 Alan Lafferty**  
**Convener for Education and Equalities**

### **Introduction to Local Improvement Plan for 2011 - 2014**

The Education Department's Quality Improvement Team and service managers carried out an extensive audit to identify strengths and areas for further improvement. The department's progress with the impact and outcomes listed in the Local Improvement Plan 2010 – 2013 were detailed in the Department's Standards and Quality Report January 2010 – December 2010, which is available on the Council's website<sup>1</sup> or from libraries, council offices and schools. This revised local improvement plan reflects the areas for improvement identified through this process, and will reflect the timescale of an academic year i.e. will guide improvements for the next three school sessions August 2011 – June 2014.

The outcomes and impact, together with the high level areas for improvement have been updated and continue to be organised under the Department's vision of *Inclusion, Achievement, Ambition and Progress for All*. They clearly link to the outcomes in the Council's Single Outcome Agreement and the department's contributions to the Council's Outcome Delivery Plan 2011 - 2014. The Local Improvement Plan 2011 - 2014 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.

**John Wilson**  
**Director of Education**

<sup>1</sup>East Renfrewshire Council website [www.eastrenfrewshire.gov.uk](http://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 which 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 Corporate Statement and the Local Outcomes which relate directly to the services provided by the Education Department.

The plan lists the expected outcomes and impact under the headings of the departmental vision statement and contains a list of high level areas for improvement related to the relevant Key Area of the Quality Framework as set out by Her Majesty's Inspectorate of Education (HMIE). 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 HMIE would not be expected to include that theme 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 and a service with an outstanding report from IIP would not be expected to have an improvement priority which focused on management and support of staff. 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.

There are a number of simple steps which each centre, school 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. Account should be taken of recent evaluations resulting from an Inspection by HMIE or a review by the authority's Quality Improvement Team.
- Schools and services should prepare a Standards and Quality Report, which reflects the department's guidance on such 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, Improving the Life Chances of the Lowest Performing 20%, ERC Sports Strategy, Community Learning and Development Strategy.
- 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 in the task of identifying 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 thematic reviews.

# East Renfrewshire Council Single Outcome Agreement

## *East Renfrewshire's Vision*

*Together we strive to create a healthy, confident and successful population in East Renfrewshire, where everyone lives in a safe, attractive environment and benefits from an enhanced quality of life.*

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

More of our residents have the skills needed for employment.

Our learners are successful, confident individuals, effective contributors and responsible citizens.

More of our children have a better start in life and are ready to succeed.

Our local people are healthier, more active and inequalities in health are reduced.

Our most vulnerable residents enjoy a better quality of life and live as independently as possible.

Our residents are safer in their neighbourhoods and their homes.

Our local residents live in an attractive natural and built environment that is sustainable and enhanced for future generations.

Our communities are more engaged and have more influence over service design and delivery

### **Corporate Statement 2010 - 2012**

We are **Working for You** to be the best council in Scotland, to maintain an attractive safe local environment, where everyone has the opportunity to benefit from an enhanced quality of life.

## 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

### Outcome and Impact: Inclusion, Achievement, Ambition and Progress for All

Activities which will improve the quality of service delivery, policy, management, partnerships and leadership.

Our vision is one of *Inclusion, Achievement, Ambition and Progress for All*. We believe that this vision can and will be realised through the commitments signalled in this Plan and reinforced by the actions taken in our 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 this next three-year cycle will be:

#### **Inclusion**

- a reduction to zero in the number of young people not in education, employment or training;
- an increased participation in activities which overcome barriers linked to poverty, race, gender, disability and health inequalities;
- a reduction in the incidence of disruptive behaviour which impedes learning and teaching;
- more effective partnership working with other agencies and with the parents of children who are at risk of missing out on educational opportunities;
- maintain and where possible improve upon the already low number of exclusions from schools, especially for looked after children;
- an improvement in the percentage of children and young people reporting they are treated fairly and respectfully;
- an increase in opportunities for children and young people to participate in sports, learning and cultural activities as a positive alternative to anti-social behaviour.

#### **Achievement**

- to continue to be the highest attaining mainland council area as measured by national examinations;
- higher levels of parental engagement in their children's learning and in the life of their school;
- improved attainment in the senior phase by ensuring that pupils are presented at the most appropriate level in national examinations;
- improved reading, writing and mathematics attainment throughout the years of a broad general education;
- improved attainment in national examinations in curricular areas where performance has been identified as weak;
- an improvement in the attainment of the lowest-achieving 20% of East Renfrewshire's school age children, especially of looked after children;
- systems which will enable schools and services to provide formal recognition of achievements of learners and participants;
- an increase in the number of pupils, school leavers and adults with well developed employability skills;
- an improvement in learners' performance in course work.

#### **Ambition**

- an ethos of high expectations and achievement in every school and service;
- a curriculum which enables all children, young people and adults to be successful learners, confident individuals, responsible citizens and effective contributors to school, to society and at work;
- a curriculum and culture which promotes enterprising attitudes in all our learners and encourages creativity and innovation;
- a positive culture in health and well being in every school and service;
- a skilled and confident workforce;
- a culture of self-evaluation and continuous improvement in all schools and services;
- a consistently high satisfaction level of residents participating in adult education and training.

#### **Progress for All**

- a culture based on the belief that all learners, given support and challenge can achieve high standards;
- learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential;
- partnership arrangements which ensure that all pupils experience a smooth transition from pre-5 to primary school, from primary to secondary school and from secondary school to Further and Higher Education and to employment;
- partnership arrangements which ensure that participation in arts and sports in schools is supported and continued in the community;
- resources lead to improvements for learners.

## **We will build our capacity for improvement through the delivery of services:**

- continuing to implement *Curriculum for Excellence* including the East Renfrewshire Skills Framework to support assessment, recording and reporting progress, including moderation and quality assurance;
- supporting schools to implement new national qualifications and their practices in line with the national assessment framework;
- continuing to promote and develop vocational learning, including employability skills, and ensuring participation and courses are targeted at identified opportunities and needs;
- developing a system to formally recognise the benefits of work experience for all S4 pupils;
- continuing to implement the *Recognising Achievement and Raising Attainment* strategy across the authority and in individual schools and services, including the development of an e-portfolio system;
- developing and expanding the range of awards which recognise achievement;
- supporting and challenging schools and services to raise attainment and improve performance through analysis of data, improved professional judgements and the target-setting process;
- providing development opportunities to staff in schools in tracking and monitoring attainment and achievement, including that of specific groups and subjects;
- developing and implementing our strategy for promoting better behaviour and better learning, through nurturing approaches and expanding outreach support;
- supporting schools and services to improve transitions beyond school for all young people and especially those with additional support needs;
- ensuring that we have effective arrangements in place to meet learners' emotional, physical, health and social needs;
- helping 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;
- working with schools and services to promote and sustain increased participation across communities in culture, learning and sports, including refreshing arts and sports development;
- providing support and facilitating information and advice services.

## **Inclusion, Achievement, Ambition and Progress for All**

## **We will build our capacity for improvement through policy development and planning:**

- working with partners to revise and implement the Integrated Children and Young People's Services Plan;
- develop and implement a revised policy on Inclusion;
- develop and implement revised quality improvement policy and practices;
- providing pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement;
- continue to support adult learners through Individual Learning Plans;
- assisting schools and services to improve continuously through self-evaluation including developing and implementing a revised policy on quality improvement.

## **We will build our capacity for improvement through management and support of staff:**

- organising continuing professional development (CPD) programmes tailored to meet emerging developments in the curriculum and assessment;
- developing a programme of coaching and mentoring skills to support all staff, and specifically newly qualified teachers, student teachers, Year 2 teachers and those aspiring to headship;
- extending the CPD programme for support staff in schools to include national vocational qualifications.

***Inclusion, Achievement, Ambition and Progress for All***

## **We will build our capacity for improvement through partnerships and resources:**

- helping clusters and individual schools and services to improve joint working with parents and partners, especially in the voluntary sector, to develop the four capacities in all our learners and service users;
- helping school and services to establish a sustainable development culture;
- implementing our strategies for parental involvement and family learning, including the introduction of Triple P in specific establishments;
- within available budget providing schools and services with sufficient resources to support their work and accommodation, which is used efficiently;
- ensuring that resources are appropriate, are efficiently used, are well directed to meeting needs and to improving learning experiences;
- extending and targeting the range of youth diversion activities, working in partnership with other agencies and services;
- working with partners to implement our More Choices, More Chances strategy including full implementation of 16+ Learning Choices and introduction of Activity Agreements, and resilience to find alternative pathways to positive destinations;
- working with partner agencies to develop and freshen our approaches to health and wellbeing;
- further develop partnership opportunities for children, young people and adults in community arts projects;
- supporting schools and services to work with partners to ensure that all learners and participants are safe, nurtured and included.

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## **We will build our capacity for improvement through leadership:**

- ensuring that the vision and values of the school or service reflect local and national advice and that they are realised in the service users and learners' experiences;
- continuing to develop a culture in which staff are encouraged to take on leadership roles;
- ensuring that resources are strategically deployed to support front line activities and improvement priorities;
- providing a programme for staff which will support the development of leadership skills and preparation for headship and senior management;
- encouraging and supporting creative and innovative practices which improve the service provided;
- ensuring that all schools and services are supported and challenged to achieve consistently high standards.

***Inclusion, Achievement, Ambition and Progress for All***

# Appendix 1

National Priority Areas	National Outcomes for Education	Single Outcome Agreement	East Renfrewshire Corporate Statement Principles
<ul style="list-style-type: none"> <li>Smarter</li> </ul>	<ul style="list-style-type: none"> <li>We are better educated, more skilled and more successful, renowned for our research and innovation.</li> <li>Our young people are successful learners, confident individuals, effective contributors and responsible citizens.</li> </ul>	<ul style="list-style-type: none"> <li>More of our residents have the skills needed for employment.</li> <li>Our learners are successful, confident individuals, effective contributors and responsible citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Improving school examination and attainment results</li> <li>Encouraging all school leavers into employment, education or training</li> <li>Increasing the number of people accessing employability and training services and entering employment as a result</li> <li>Assisting specific groups who need more support to help them achieve</li> <li>Supporting adult and family learners</li> <li>Increasing young people's participation in out of class activities, school clubs, sport, culture and community participation</li> </ul>
<ul style="list-style-type: none"> <li>Healthier</li> <li>Safer and Stronger</li> <li>Smarter</li> </ul>	<ul style="list-style-type: none"> <li>Our children have the best start in life and are ready to succeed</li> </ul>	<ul style="list-style-type: none"> <li>More of our children have the best start in life and are ready to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that children who require additional support receive co-ordinated support from all public sector agencies</li> </ul>
<ul style="list-style-type: none"> <li>Healthier</li> </ul>	<ul style="list-style-type: none"> <li>We live longer, healthier lives.</li> </ul>	<ul style="list-style-type: none"> <li>Our local people are healthier, more active and inequalities in health are reduced.</li> </ul>	<ul style="list-style-type: none"> <li>Reducing levels of smoking and alcohol consumption</li> <li>Increasing school meal uptake</li> <li>Improving participation in sports, walking and cycling</li> <li>Joining-up with other agencies to better support children</li> </ul>
<ul style="list-style-type: none"> <li>Safer and Stronger</li> <li>Healthier</li> <li>Wealthier and Fairer</li> </ul>	<ul style="list-style-type: none"> <li>We have improved the life chances for children, young people and families at risk.</li> <li>We have tackled the significant inequalities in Scottish society.</li> </ul>	<ul style="list-style-type: none"> <li>Our most vulnerable residents enjoy a better quality of life and live as independently as possible.</li> <li>Our residents are safer in their neighbourhoods and their homes.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that children who require additional support receive co-ordinated support from all public sector agencies</li> <li>Involving young people in positive activities like arts, sport and leisure as an alternative to anti-social behaviour</li> <li>Eliminating bullying and racism</li> </ul>
<ul style="list-style-type: none"> <li>Wealthier and Fairer</li> <li>Safer and Stronger</li> <li>Greener</li> </ul>	<ul style="list-style-type: none"> <li>We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.</li> </ul>	<ul style="list-style-type: none"> <li>Our local residents live in an attractive natural and built environment that is sustainable and enhanced for future generations.</li> <li>Our communities are more engaged and have more influence over service design and delivery</li> </ul>	<ul style="list-style-type: none"> <li>Informing and consulting local people and supporting them to influence how we design and deliver services</li> <li>Improving the experiences of pupils and parents in the journey through school</li> </ul>