

Local Improvement Plan 2015 - 2018

EAST RENFREWSHIRE COUNCIL EDUCATION DEPARTMENT



*Everyone Attaining,
Everyone Achieving
through Excellent Experiences*



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 2015 – 2018. 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's vision statement 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, nurseries or centres.

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 2015 – 2018

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 was detailed in the Department's Standards and Quality Report 2013 – 2014, 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 2015 – July 2018.

The outcomes and impact, together with the high level areas for improvement, have been updated and are now organised under the department's vision statement Everyone Attaining, Everyone Achieving through Excellent Experiences. 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 2015 - 2018. The Local Improvement Plan 2015 - 2018 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

¹ www.eastrenfrewshire.gov.uk/childrens_performance

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 the five capabilities are also outlined on page 4.

The plan lists the expected outcomes and impact under the headings of the departmental vision statement. It contains a list of high level areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes. The list is extensive but it is not intended that each school or service should include every strand, or even every Key Area, in its improvement plan for the next three years. 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. 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:

- o 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 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.
- o 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.
- o 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, Equity of attainment for disadvantaged children, Teaching Scotland's Future, Developing the Young Workforce, Children and Young People Act, Follow-Up report on Tackling Bureaucracy and Community Learning and Development.
- o Consult with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes.
- o 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.
- o 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.
- o 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:

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

Outcomes and Impact: Everyone Attaining, Everyone Achieving and Excellent Experiences

Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

National Outcomes (where Education makes a major contribution)	Single Outcome Agreement	Five Capabilities
<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"> Prevention Community Engagement Data, evidence and benchmarking Modernising how we work Digital
<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. 	

Our vision is one of **Everyone Attaining, Everyone Achieving through Excellent Experiences**. We believe that this vision can and will be realised through the commitments signalled in this plan and reinforced by the actions taken in our schools and services to improve the quality of the experiences we provide for the children, young people, adults and families of East Renfrewshire. Our target outcomes and expected impacts in the next three-year cycle will be:

Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Everyone Attaining
<ul style="list-style-type: none"> • Continue to be the highest performing mainland council area as measured by national examinations for school leavers • Improved attainment in the senior phase • Improved reading, writing and mathematics throughout the years of the broad general education • An improvement in the attainment of disadvantaged children and young people • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities • An improvement in the readiness of children to start learning • 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"> • Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target setting process and improved learning and teaching • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight • Implement the Numeracy and Mathematics Action Plan and support schools and pre-five centres through the national hub on Glow. • Implement the English and Literacy Action Plan • Devise and implement a Literacy Strategy • Support schools and pre-five centres to implement new approaches to teaching reading skills • Support improvement partnerships for key groups e.g. gender, ethnicity, lowest performing pupils and pupils from deciles 1-3 • Work with partners and participate in the Early Years Collaborative • Work with partners to implement the Integrated Children and Young People’s Services Plan • Analyse the results of the expected developmental outcomes to identify strengths and areas where support is required in improving practices • Work with community planning partners to develop our approaches to Prevention and Place particularly in areas of disadvantage 	



Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement) Everyone Achieving
<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • A culture of self-evaluation and continuous improvement in all schools and services • A skilled and confident workforce • A further improvement in school leaver destinations • An increase in the number of pupils, school leavers and adults with well developed employability skills • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements • A consistently high satisfaction level of residents engaging with our services • 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 offer challenge and support to all schools and services to achieve consistently high standards through internal and external review • Support schools and centres to develop practices in self-evaluation using the new How Good is our School? • Support schools and centres to develop approaches to improvement planning • Continue to support schools and services to achieve Customer Service Excellence and Investors in People • 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 • Ensure all staff have the opportunity to participate in the PRD process • Provide a programme of CLPL for staff which meets the emerging developments in the curriculum with a focus on interdisciplinary learning and health and well being • Provide training programmes for staff in our services linked to the PRD process • Offer and support staff in achieving the Into Headship qualification • Continue to implement the programme for Newly Qualified Teachers • Continue to support schools in the evolution of Glow • Support schools and work with partners to implement the Developing the Young Workforce strategy with a focus on curriculum design • Offer adult learners participating in SQA employability courses the opportunity to achieve an accredited qualification • Work with partners to support schools and services to improve transitions beyond school for all young people and especially those with additional support needs • Work with partners to accredit young people's achievements through a broad range of activities and national award schemes • Continue to support and challenge schools to develop systems for the recording, reporting and celebration of the personal achievements of all children and young people • Work with staff and pupils to develop further and continually improve pupils' ability to progress their skills for learning, life and work through e-portfolios and profiles • Support clusters and individual schools and services to improve joint working with pupils, staff and parents • Analyse and learn from complaints and amend practice to ensure improved experience for service users and learners • Continue to support schools to implement the refreshed Parental Involvement 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 • Work with partners to implement East Renfrewshire's Parenting Strategy

Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement) Excellent Experiences
<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 • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential • 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 • A culture based on Getting It Right For Every Child • 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 • Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed • An increase in the schools and centres putting nurturing approaches into practice • Maintain and where possible improve upon the already low exclusions rates in our schools, especially for looked after children • Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour • A positive culture in health and well-being in every school and service • An improvement in the percentage of pupils reporting they are encouraged to make healthy food choices • Resources which lead to improvements for learners and service users 	<ul style="list-style-type: none"> • Continue to implement the Curriculum for Excellence action plan to meet the needs of all learners, 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 • 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 • Continue to implement the 1 + 2 languages policy and evaluate the impact of the Modern Languages review • Ensure strong transition in science education and implement the recommendations of the Science review • 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 • Support all educational establishments to achieve accreditation for the Eco Schools Green Flag • Support schools to build a strong awareness of sustainable development, active and global citizenship • 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 • 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 • Review the implementation of and where appropriate amend the inclusion policy • Continue to support our schools and services to implement departmental guidance on Promoting Positive Behaviour and Relationships • Continue to work with schools and services to implement the revised anti-bullying policy • Encourage all schools and centres to work towards Rights Respecting School Award accreditation • Help schools and services to promote and sustain a sense of equality and equity through the curriculum and service delivery and across all aspects of their work • Work with partner agencies to develop our approaches to health and well-being and refreshing our commitment to promoting health and well-being in schools • Support physical education in primary schools through enhanced professional learning opportunities for staff • Continue to monitor income performance and school meals uptake against targets • 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 • Progress with the new build replacement for Barrhead High School, refurbished/extended Crookfur Primary School and the Faith Schools' Joint Campus • 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 access and payment facilities in all schools and services • Seek to develop our digital capacity to modernise services for all learners and residents

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