



Education Improvement Plan

2022/23



Renfrewshire
Council



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Introduction

Renfrewshire’s annual Education Improvement Plan for session 2022/23 is underpinned by the Council’s values; Fair, Helpful, Collaborative, Learning and reflects our own vision within Children’s Services; Working together to get it right for children, families and communities—protecting, learning, achieving, nurturing. It ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework.

Our Education Improvement Plan sets out where we want to improve and how we want to do that, based on the evidence we have gathered on our current performance. This range of evidence includes our Standards and Quality report on the improvements we set out to achieve in our previous plan, a wealth of self-evaluation activity across the service, attainment and achievement data, our Quality Improvement visits and feedback from stakeholders and external agencies including academic partners and Education Scotland. This process has ensured that our plan reflects where our schools and stakeholders wish to see improvement, is based on evaluation of current performance, and is focussed on building on our culture of empowerment and collaboration.

Our plan focuses on five main priority areas:

- Protecting the most vulnerable members of our communities
- Family supports and early intervention
- Mental health and wellbeing
- Learning and teaching
- Inclusion

As well as the five main priorities, there are overarching features of highly effective practice which will continue and evolve to support achievement of the priorities. These include our leadership programme, data analysis, quality improvement, professional learning, partnership working and the school estate management plan.

We will continue to put children, families and communities at the centre of our plans, activities and improvements, and have a relentless focus on inclusion. Implementation of our Inclusion Strategy, which is grounded in Getting it Right for Every Child (GIRFEC), the United Nations Convention for the Rights of the Child (UNCRC) and the Promise Plan 21-24 which was produced nationally in response to the findings of the Independent Care Review and the Additional Support for Learning Review (2020), will ensure that we can meet the needs of children in their own communities.

Universal approaches will be used to raise attainment for all, alongside targeted interventions with a continued focus on narrowing of the poverty-related attainment gap and addressing any widening of inequalities of outcome for children and young people. High numbers of young people in Renfrewshire move on to post-school positive and sustained destinations but we will continue to strive to do better. We are confident that the strategic priorities and interventions outlined in our plan will enable us to progress and improve to ensure that we get it right for our children, young people and families.



Councillor Emma Rodden
Convener Education and Children’s Services



Steven Quinn
Director Children’s Services



Renfrewshire's Education Improvement Plan

This Education Improvement Plan supports delivery of the priorities contained within key plans such as Renfrewshire's Council Plan, Children's Services Partnership Plan and the Children's Services Improvement Plan. It also allows us to deliver on the National Improvement Priorities for education as well as other relevant strategic and policy drivers such as:

- 'Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland'
- Getting it Right for Every Child (GIRFEC)
- The Promise Scotland—findings of the Independent Care Review
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education—Professor Ken Muir
- Additional Support for Learning Review—'Support for learning: all our children and all their potential'
- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill
- General Teaching Council for Scotland Professional Standards 2021
- Developing the Young Workforce
- The Expansion of Early Learning and Childcare in Scotland
- OECD report on 'Scotland's Curriculum for Excellence'
- Mental Health Strategy 2017-2027



National Improvement Framework and Improvement Plan

Vision

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Five Priorities

- Place the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Six Drivers of Improvement

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance Information



Our Values

We are fair, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are helpful, we care about getting things right and are always approachable.

We are great collaborators; we work as one team and with people who care about this place.

We value learning to help us innovate, improve and deliver better services.

Renfrewshire Council Plan Strategic Outcomes

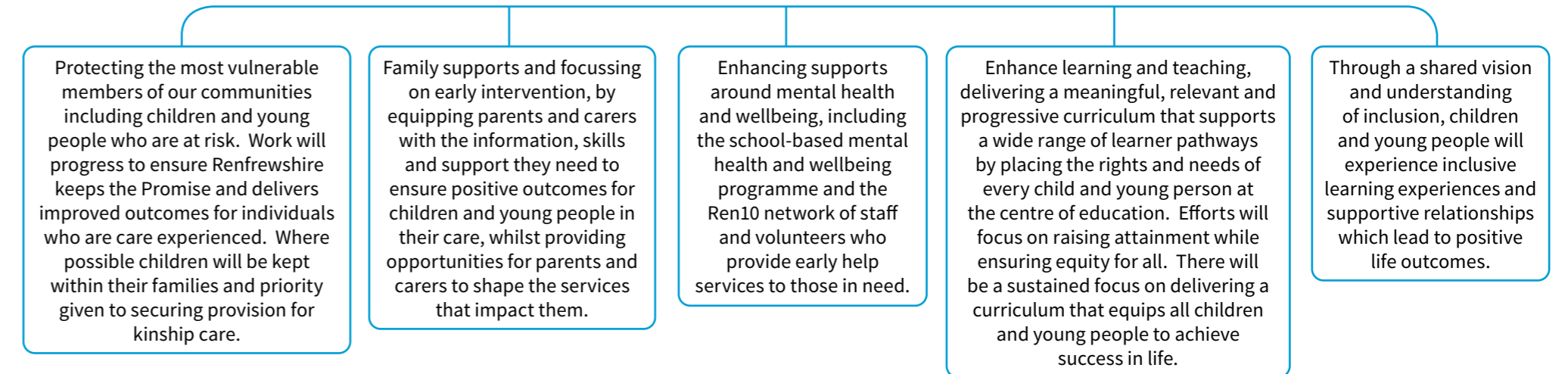
← Cross cutting theme: Improving outcomes for children and families →



Children's Services Vision

Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing

Children's Services Improvement Priorities



Portfolio Planning

Children's Services is developing a portfolio management approach to service improvement planning to support with balancing new priorities, core business and moving beyond recovery. A portfolio is a collection of thematic projects and programmes which are defined by an organisation or service. From a process perspective, this approach will support prioritisation, integration and joint planning, reducing duplication and over-reporting. The intended impact is to strengthen our service planning processes enabling children and young people to thrive, learn and achieve.

We have identified three portfolios in Children's Services, each led by a Head of Service. These are:

Curriculum, Learning, Teaching and Assessment	Inclusion	Families and Communities
		
Julie Calder	Tracy McGillivray	John Trainer

Each portfolio is tasked with developing their own portfolio plan to deliver on our agreed service priorities. Portfolios are unique, delivering on clear actions related to their context however they are also linked by cross-cutting actions and this is evident in each plan.

Portfolio planning teams have been established to support with the development and delivery of the portfolio plan. Teams are also responsible for evaluating and reporting at regular intervals throughout the year.

Features of highly effective practice that underpin all portfolios include:

- **Leadership**

Strong strategic leadership in Renfrewshire Council ensures that all decision-making and improvement planning is underpinned by the principles of empowerment. Current leaders and aspiring leaders are very well supported through high quality professional learning programmes

- **Data Analysis**

Decision making and planning is centred around high-quality data and evidence. A data for improvement culture is embedded at all levels

- **Career Long Professional Learning (CLPL)**

Creating a collaborative culture where all staff are empowered to fully participate in career long professional learning

- **Quality Improvement Framework (QIF)**

Supporting and challenging establishments to improve standards and quality; collaborate, empower, improve

- **Workforce Planning**

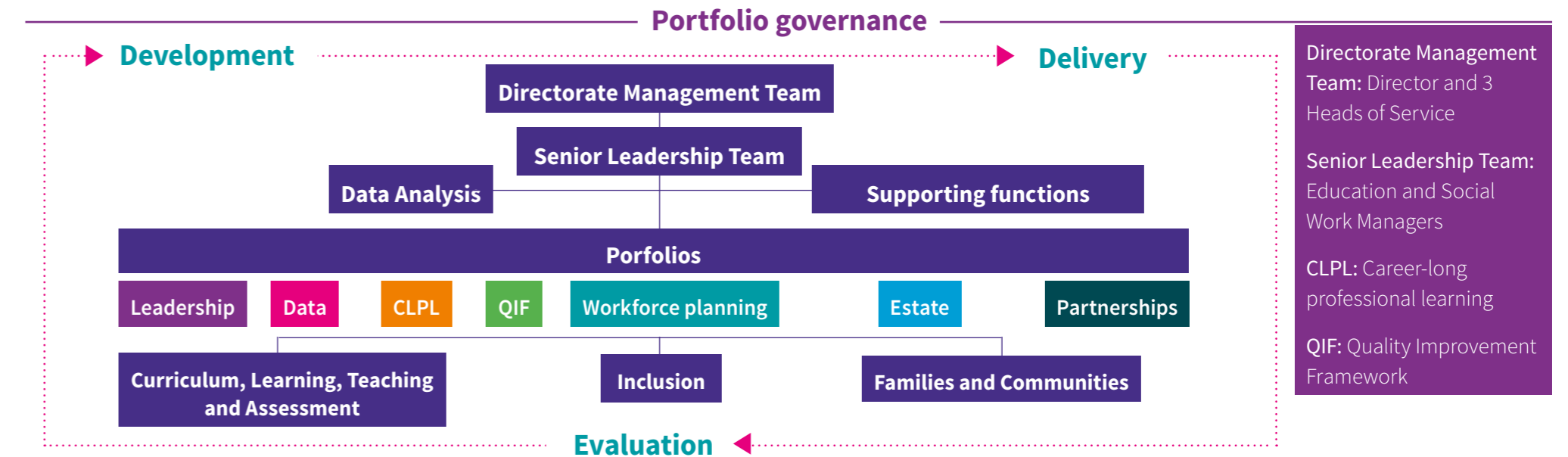
Maximising the potential of new and existing staff to build capacity and improve outcomes for children and young people

- **School Estate Management Planning**

Providing innovative and creative learning environments which are welcoming to all; learner focused; supportive and inclusive; sustainable; and agile enough to support the needs and aspirations of all users

- **Partnership working**

Capitalising on partnership working to achieve collective impact and added value



Strategic Portfolio Plan

Curriculum, Learning, Teaching and Assessment

National Improvement Priorities

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in attainment, particularly in literacy and numeracy

Council Plan Cross-Cutting Theme: Improving Outcomes for Children and Families

Children's Service Improvement Priority

Enhance learning and teaching delivering a meaningful, relevant, progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.

What will we do collectively?

Deliver a comprehensive core programme of professional learning and targeted interventions across all sectors linked to professional standards and informed by local/national priorities:

- Talk for writing
- Phonics
- Maths Recovery
- Growth Mindset
- Play Pedagogy
- Digital Pedagogies
- Modern Foreign Languages

To maximise the impact of professional learning, develop a framework which will clearly outline:

- deliverables from the central team
- expectations of participation in professional learning;
- a criteria for successful implementation of approach/intervention; and
- an evaluation framework and process that enables practitioners to measure the impact of approach to learner progress

What difference will we make?

By June 2023: Our strengthened approach to professional learning better equips leaders and practitioners with the knowledge, skills and confidence to effect positive change for all learners.

Almost all leaders and participants in professional learning have a greater understanding of conditions required for successful implementation of learning and teaching approaches/interventions.

A strengthened approach to implementing approaches /targeted interventions in literacy and numeracy contributes to improvements in almost all learners' experiences and progress.

Stronger evaluation of the impact of professional learning on pupil progress supports practitioners in planning next steps for learners.

Professional learning and targeted interventions contribute to restoring attainment in literacy and numeracy to pre pandemic levels.

Professional learning in digital pedagogy contributes to a 3% increase in number of schools achieving digital schools award.

How will we measure success?

Evaluations post training and at 3 monthly intervals with a target group will demonstrate that for almost all participants the training has:

- Increased confidence in how to successfully apply their new skills, knowledge and understanding in their teaching.
- Increased confidence in evaluating the impact of this teaching on pupil progress and using this to inform next steps in learning.

Attainment and tracking data shows that almost all targeted children and young people (CYP) are making progress in literacy and numeracy with a trend towards closing identified attainment gaps.

Stretch aim: 76% of children and young people will achieve expected CfE level in Literacy.

Stretch aim: 84% of children and young people will achieve expected CfE level in Numeracy.

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Work with school leaders to develop a learning, teaching and assessment strategy that clearly articulates the vision for planning and delivering high quality learning, teaching and assessment.</p> <p>Plan and deliver Renfrewshire's first learning festival.</p> <p>Develop a teach/meet model to enable teachers to come together to share effective practice and innovation.</p> <p>Increase knowledge and improve the consistency of planning to support the delivery of high quality learning, teaching, assessment and moderation across all sectors.</p>	<p>By February 2023 - All staff are aware of the Renfrewshire Vision for learning, teaching and assessment and features of highly effective practice and begin to use them in their practice.</p> <p>All practitioners are provided with the opportunity to learn from and share highly effective practice.</p> <p>By June 2023 - All staff are empowered and supported to strengthen their practice through collaboration and professional learning.</p> <p>Learners' experiences improve as the vision for highly effective practice is realised in each establishment.</p> <p>By Sep 2024—Features of highly effective learning, teaching and assessment are evident in almost all classes visited as part of the Quality Improvement Framework.</p> <p>By June 2023—All schools evaluate themselves as Good or better for Quality indicator 2.3: learning teaching and assessment .</p> <p>By June 2023—Most schools evaluate themselves as very good or better.</p> <p>By June 2023—ACEL data accurately reflects pupil progress in all schools demonstrating confidence in teacher judgements.</p> <p>By June 2023—The Early Years progression tool provides accurate judgements of children's progress as they transition to P1.</p>	<p>Evaluation of learning festival will highlight awareness and understanding of vision for Learning, teaching and assessment and how they will take this forward in their playroom/classroom.</p> <p>School standard and quality reports highlight that professional learning has led to sustained change and positive impact in the classroom.</p> <p>Learning visits as part of the QIF.</p> <p>Establishment self-evaluation statements (QI 2.3).</p> <p>The vision and features of effective practice will be tested with a focus group of learners from across schools and a cross-sector group of senior leaders.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Provide opportunities for senior leaders to work collaboratively to explore the implications of the national review and strengthen their curriculum.</p>	<p>By November 2022 - Improved awareness in all secondary schools of renewed national expectations for the curriculum.</p> <p>Senior leaders are in a stronger position to develop and implement the recommendations of the national curriculum review.</p> <p>School curriculum rationales are ambitious and reflect emerging national expectations.</p>	<p>Secondary curriculum & rationale deep dive.</p>
<p>Implement refreshed work placement model in pilot schools.</p> <p>Work with University of the West of Scotland (UWS) to increase the number of opportunities available to young people.</p> <p>Develop a strengthened framework of support with Skills Development Scotland (SDS) and Invest Renfrewshire to ensure pupils are supported to enter and sustain positive destinations.</p> <p>Work with school leaders and SDS to support schools in embedding the Career Education Standard.</p> <p>Strengthen Senior Phase offer, to widen the range of opportunities available to young people.</p>	<p>By February 2023 - A strengthened senior phase curriculum, developed with key partners, equips all young people with the confidence, knowledge, skills and experience to secure and sustain a positive destination.</p> <p>By June 2023:</p> <ul style="list-style-type: none"> • 8% increase in the number of young people from quintile 1 entering in to a positive destination. • 14% increase of the number of care experienced young people entering in to a positive destination. • All young people in schools involved in work placement pilot experience a work placement linked to chosen pathway. 	<p>98% of young people will enter a positive destination.</p> <p>98% of young people from quintile 1 will achieve a positive destination.</p> <p>100% of care experienced young people will achieve a positive destination.</p> <p>16–19 participation measure—96% of young people will sustain positive destination.</p> <p>Focus groups of learners across all secondary schools.</p> <p>Analysis of school curricula as part of the curriculum deep dive will evidence an increase in the range and number of qualifications which young people are achieving.</p> <p>Improved levels of scrutiny and support is demonstrated in the quality of tracking and monitoring data related to school leavers.</p> <p>Monthly SDS data checks and use of the SDS 16+ Data Hub evidence the supports/interventions in place for senior phase young people and their intended post school pathway.</p> <p>Work placement data will evidence the range of relevant opportunities provided for young people.</p>



Strategic Portfolio Plan

Inclusion

National Improvement Priorities

- Place the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Council Plan Cross-Cutting Theme: Improving Outcomes for Children and Families

Children's Services Improvement Priority:

Through promotion of a shared vision and refreshed understanding of inclusion, our children and young people will experience inclusive learning environments and supportive relationships which lead to improved positive and sustained outcomes.

What will we do collectively?	What difference will we make?	How will we measure success?
Update and refresh the staged intervention framework through a shared vision & improved integrated working across all services including education, health, social work, voluntary sector & employment, and training.	By Dec 2022, a refreshed clear agreed policy is in place which is mirrored across all agencies. The policy is robust, simplified, and has connecting processes in place across all services. (Education, Health and Social Work and other partners e.g., Police Scotland) The language of the policy is grounded in the United Nations Convention on the Rights of the Child (UNCRC) and The Promise.	Agreed policy and procedures will be in place and used by all agencies. This will be demonstrated through adoption of policy and procedures by Getting it Right for Every Child (GIRFEC) Steering Group and the Children's Service Partnership.
	By Sep 2022, the school tracking system is used consistently alongside SEEMIS to provide a local authority overview. This allows for improved monitoring of the stages of intervention and Additional Support Needs (ASN) for all children and young people (CYP).	Baseline user data will be gathered and reviewed throughout the year starting with early adopters.
Supported by the Education Psychologist Service (EPS) we will implement an Assessment Framework that will enable practitioners to better identify barriers to learning and to strengthen decision making around staged intervention.	EPs are included at the right time and place to influence discussions, decisions and planning. There is greater clarity in the role of the Team Around the Child which will ensure that practitioner involvement is appropriate, timely and leads to improved outcomes for CYP. All practice is more consistent across establishments. All staff involved in the use of the assessment framework have increased skill and confidence in collaborative assessment, analysis & planning to remove barriers to learning.	Stakeholder reference group feedback on clarity of roles, impact on outcomes for young people and consistency of EP practice, will provide baseline for improvement. Survey feedback on confidence in roles and implementation of the assessment framework will be baselined and then reviewed for improvement termly. All assessment framework paperwork will demonstrate clarity around: roles in the case, identification of barriers to learning, analysis of information and actions for all involved. These will be sampled from early adopter schools initially. All assessment framework paperwork will include impact statements.

What will we do collectively?	What difference will we make?	How will we measure success?
The creation of a suite of interventions to ensure children and families are supported appropriately and equitably through a Request for Assistance mechanism.	From Sep 22 onwards, Team Around the Child process is used to support CYP where appropriate. CYP benefit from access to appropriate needs-based supports and are more involved in decisions that affect them. Parents/carers are more involved in clear and transparent decision making. Early and effective interventions are planned and supported by the staged intervention framework and professional learning.	Initial offer of interventions will be in place for schools to utilise for Stage 1 and Stage 2 intervention levels. Tracking of self-referrals and outcomes will be introduced to create usage baseline.
Focus on improving early and effective interventions and targeted transitions at all levels.	Planning to meet the needs of CYP, is influenced by regular analysis of robust data and knowledge of CYP. Schools are responsible for robust data tracking and monitoring around the number of children and young people on part-time timetables and those accessing alternative education placements. By Dec 2022, transition at all levels, including key stages and between establishments, is informed by the staged intervention framework. Plans are in place to support and ensure care experienced young people go on to genuinely positive destinations, such as further education or employment. Engagement with boards including Child Protection/Promise Board/Alcohol and Drugs is aligned and there are clear feedback loops in place to ensure sharing of knowledge and development.	Data will be collected from local authority tracking systems and the local authority data dashboard for CYP with ASN including those CYP that are in and around the edges of care: <ul style="list-style-type: none"> • Attendance levels • Attainment at staged intervention levels • Transition supports at key stages • Participation/achievement Auditing systems will be improved to track allocation and effectiveness of resources. By Sep 22, baseline information around transition and current resource allocation process will be created, and confidence surveys will be carried out with all stakeholders. Formal and informal exclusion of care experienced young people will be reduced significantly.

What will we do collectively?	What difference will we make?	How will we measure success?
Work with all stakeholders including professional associations to design a locality model to provide a framework for inclusion.	By Aug 2023 onwards, governance systems are clear, open, and transparent and ensure equity of approach, effective, efficient, and sustainable use of resources including the workforce, maximising funding across all localities. Inclusion offer through schools and specialist resources provides bespoke interventions to support CYP from Early Years to Senior Phase.	Consultation responses. "You said, we did" reports/Impact reports. Clear governance and 100% understanding from HTs/ Pupil Support coordinator and other stakeholders of the process for accessing resources. Clear and transparent policy on deployment of staff to support CYP with ASN.
Map workforce roles and responsibilities across locality including specialist resources.	By Aug 2023, roles and responsibilities of support staff to support the delivery of staged interventions are clear. Support staff are devolved to locality and are deployed equitably to support CYP.	Audit of permanency of support staff. Audit of roles and responsibilities of support staff. Staff confidence survey. Feedback from stakeholder groups.
We will better support establishments in understanding the rights and policies that underpin inclusion with relevant supports e.g. capturing the young person's voice, transition planning and parental engagement.	On an ongoing basis with annual review, in partnership with EPS, all establishments deliver on the Renfrewshire inclusion vision and agenda, so children and young people have equity of provision. Almost all staff working in educational establishments feel confident in implementing policies and processes that support inclusion. All staff working in educational establishments know how to access professional learning to support their understanding and confidence in this area. We link 'trauma-informed approaches' with key relationships and invest in the confidence of adults working with affected young people. The evidence-based approach 'Non-violence Resistance Approaches' (NVR) shows a decrease in exclusion and placement moves where CYP exhibit distressed behaviour in the form of violence or aggression.	Joint working plan includes all staff confidence rating in specific areas relating to inclusion (i.e. capturing the young person's voice, transition planning and parental engagement). Staff training evaluations (including pre and post confidence rating). Staff focus group themes. Local authority data on exclusions and use of part time timetables will be reviewed termly. Numbers of young people accessing support to meet their learning needs from within their locality area.

What will we do collectively?	What difference will we make?	How will we measure success?
Through the implementation of a locality and staged intervention model, EPS along with the GIRFEC team will gather data and local information to develop a greater understanding of the professional learning needs in each locality which will inform service delivery, targeted professional learning and enhance collaborative working practices across establishments.	By Aug 2023, all staff working in educational establishments know how to access professional learning to support their understanding and confidence in this area. Professional learning is more responsive to the needs of each locality. Our strengthened approach to professional learning equips leaders and practitioners with the knowledge, skills, and confidence to effect positive change for all learners. Delivery of a robust, accessible professional learning offer for all teaching staff, support staff, partners and families ensures a shared understanding and clarity of approach to supporting CYP. EPS along with the central team have a greater understanding of the needs in each locality which leads to improved joined up working and an efficient and informed delivery of service. There is a clear overview of all ASN training and whole school training from each establishment across the local authority. Networking opportunities across all services are built into professional learning calendar. Impact of professional learning is evident across all services. There is an improvement in the quality and consistency of assessing, planning, recording, reporting, and reviewing processes.	Audit of all staff will provide us with information to inform future professional learning designs. Monitoring of key staff attending professional learning across all services. Pre/post survey will show an improved confidence scale following professional learning . Locality Senior EPs will gather locality specific information in relation to needs and data and record numbers of joint professional learning sessions delivered. Stakeholder reference group will feedback on service delivery. Evaluations from networking opportunities. Improved links with West Partnership. Streamline attendance at groups. More opportunities will emerge for establishments to work together within localities. There will be an increase in joint working of EPs within each locality, which will give establishments increased access to the range of skills and experiences within EPS. The local authority quality assurance framework will be aligned to allow Education Managers to sample pupil support processes and procedures. Case studies will showcase and celebrate good practice across the local authority. Monitoring of key staff attending professional learning across all services.

What will we do collectively?

Review practice and procedures within Mary Russell and Riverbrae to ensure quality of service and to provide aspects of learning for mainstream schools.

What difference will we make?

By Aug 2023, the expertise of the ASN workforce is utilised to model and coach in schools to upskill staff, improve the confidence of staff and support delivery of effective interventions. Decision making to support interventions will be improved.

Utilisation of staff within Mary Russell and Riverbrae has improved and there is reduction in staff turnover and absence in both schools.

Where mainstream resources need augmentation, explore and develop responses to the mental health and wellbeing of children and young people with disabilities, engaging with local and national staff who have knowledge and expertise in this area.

How will we measure success?

Number of staff members trained in the CIRCLE framework.

Quality Indicator 3.1 good to very good with a focus on the environment.

Increase in the numbers of schools gaining gold for Renfrewshire Nurturing Approaches 'inclusion environments' in mainstream schools that build on the knowledge and 'belonging' of children in their local community.

Secondary schools awarded SCQF Ambassador status Bronze and above.

Improved application of curriculum in Secondary school at SCQF Level 2 and above.

Staff confidence over the course of an intervention and HTs comments about being able to meet needs.

Evidence of multi-agency working where appropriate.

Family feedback that measures feelings of 'belonging'.





Strategic Portfolio Plan

Families and Communities

National Improvement Priorities

- Place the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Council Plan Cross-Cutting Theme: Improving Outcomes for Children and Families

Children's Services Improvement Priorities

- Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.
- Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.
- Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Support Early Years' (EY) establishments to identify and implement evidence-based emotional literacy programmes.</p> <p>Support primary and EY establishments to ensure that delivery of PATHs (Promoting Alternative Thinking Skills) programme is sustainable when coaching support is withdrawn.</p> <p>Work with secondary and ASN schools to evaluate the impact of emotional literacy programme Living Life to the Full (LLTTF) and decide on next steps.</p> <p>Explore alternatives to LLTTF in collaboration with teachers and partners e.g. promotion of national Esgoil materials and collaboration with Headstrong.</p>	<p>By June 2024, evidence-based programmes/resources are in place to support the teaching of emotional literacy across all establishments EY—Senior Phase.</p>	<p>Audit of emotional literacy programmes across all establishments.</p>
<p>Review mental health policies of all establishments and identify those that require support from link EP with policy development and/or implementation.</p>	<p>By June 2023, all education establishments are implementing and using an effective Mental Health and Wellbeing (MHWB) policy.</p>	<p>Audit of MHWB policies across all establishments.</p> <p>Sway engagement statistics.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Develop and deliver a comprehensive programme of professional learning and targeted interventions across all sectors informed by local and national priorities to support effective implementation of the mental, social and emotional strands of Health and Wellbeing</p> <ul style="list-style-type: none"> • Understanding self-harm and suicide. • Relationships and sexual health including LGBTI education. • Substance misuse. • Online safety. • National framework Children & Young People's Mental Health—Professional Learning Resource and NHS GCC 6 box as a model for self-evaluation. • Themes emerging from counselling and feedback from schools/centres. 	<p>By June 2023, almost all CYP in sample group (S3 cohort) have increased knowledge and understanding of the mental and emotional wellbeing supports available to them and access these as required to improve mental health and wellbeing.</p> <p>Almost all participants have improved knowledge, confidence and practice.</p> <p>Almost all participants understand and are clear about how to respond to the distressed behaviour of CYP.</p> <p>By June 2023, almost all practitioners access resources and up to date and relevant information around policy, training and developments in the area of wellbeing as required.</p>	<p>Qualitative feedback from sample group of young people (S3 cohort) will be gathered via Forms and focus groups to evaluate effectiveness of MHWB programmes and supports.</p> <p>Views of practitioners will be gathered through focus groups and professional learning pre and post evaluations at 3 monthly intervals with a target group.</p> <p>A target group of practitioners will provide feedback on longer-term impact of their professional learning on CYP and case studies will be developed to evidence this.</p> <p>Professional learning attendance statistics.</p> <p>Case Studies evidence the longer-term impact of professional learning on the wellbeing of CYP.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Develop progressive Personal and Social Education (PSE) courses.</p> <p>In October 2022 host our first PSE Conference for secondary teachers within Pupil Support.</p>	<p>By Oct 2022, all participants in the PSE Conference have improved knowledge and understanding of what is required to meet the Scottish Government recommendations. They have increased confidence in supporting their schools to develop relevant and progressive PSE programmes.</p> <p>By Dec 2023, all schools' PSE programmes are progressive and contain relevant content which responds to local and national data around mental health and wellbeing.</p> <p>Almost all practitioners involved in focus groups report that they are confident in delivering an effective PSE programme and have the resources required to do so.</p> <p>Almost all CYP participating in focus groups tell us that the school PSE programme is relevant and meets their needs.</p>	<p>An audit of secondary/ASN school PSE programmes evidences progressive and relevant content.</p> <p>Focus groups of practitioners and CYP across primary, secondary and ASN schools to capture their views.</p> <p>LGBT Charter award quantitative and qualitative information demonstrates the inclusivity of participating establishments. Increase in number of establishments achieving an LGBT Charter award. (Target - 3 Gold, 4 Silver and 3 Bronze).</p> <p>PSE Conference evaluations and Pupil Support Teachers focus groups.</p>
<p>Create and deliver online information sessions for parents/carers on resilience, coping strategies, self-harm and suicide.</p>	<p>By June 2023, targeted parents/carers are more confident in supporting their child's wellbeing.</p>	<p>Pre and post evaluation data from parent/carers demonstrates improvement in knowledge, understanding and confidence.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Support schools to use the HWB Census data to inform improvement planning priorities.</p> <p>Use the national & LA-wide census data to identify strategic priorities and develop ambitious but achievable stretch aims.</p>	<p>By June 2023, most schools have engaged with the school HWB census data and used this to inform improvement planning.</p> <p>By June 2023, 100% schools evaluate QI 3.1 as 'Good' or better (an increase of 5% from the June 2022 baseline).</p> <p>An increase in the number of schools evaluating QI 3.1 as VG or better from the June 2022 baseline.</p>	<p>HWB stretch aims using HWB census data.</p> <p>Schools' self-evaluation gradings for QI 3.1 at June 2023 compared to the baseline at June 22.</p> <p>June 2022 Baseline:</p> <ul style="list-style-type: none"> • 1 school Excellent • 49% (31 schools) VG • 46% (29 schools) Good • 2 schools Satisfactory <p>HWB blog and engagement statistics related to Sway resources.</p> <p>Quality Improvement Visits and School Improvement Plans.</p>
<p>Coordinate implementation of The Exchange counselling service available to all establishments and Place2Be counselling service in targeted schools. Scrutinise termly reports from The Exchange and Place2Be and liaise with Area Managers and individual schools to ensure best value is achieved.</p> <p>Identify common referral themes across schools and plan ways to address these through staff professional learning.</p> <p>Develop supervision structures as wellbeing interventions to support staff (Pupil Support Coordinators) in pilot establishments.</p>	<p>By June 2023, all CYP requiring specialist Counselling, receive timeous support to cope with issues and build resilience.</p> <p>100% CYP access counselling screening appointment within 5 days of referral.</p> <p>85% CYP show improvement post counselling</p> <p>Staff benefit from consultancy support in relation to targeted CYP as required.</p> <p>Pupil Support Coordinators in pilot schools are supported through clinical supervision to focus on self-care and avoid burnout.</p>	<p>Counselling service termly reports provide referral data and qualitative information (including CYP views, case studies and referral themes) to highlight the positive impact of the service on CYP's mental health and wellbeing.</p> <p>Focus groups of Pupil Support Coordinators will evaluate the effectiveness of the supervision structures.</p>

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<p>Provide the training and resources to extend Mentors in Violence Prevention (MVP) programme across the remaining secondary schools and ASN schools. Through capacity building training, schools already implementing the programme will be encouraged to adopt a whole school approach and become an 'Equally Safe' school.</p> <p>Pilot the Education Scotland partnership between the Mental Health Foundation Ambassador Training and MVP.</p> <p>An MVP 'red flag' campaign will be designed by pupils with a focus on identifying unhealthy behaviours and our responses to them. This will be funded through the Equally Safe fund.</p>	<p>By June 2023, all participating practitioners have an enhanced knowledge and understanding of the MVP programme and are better prepared for conversations relating to gender-based violence. Staff confidently support young people in delivery of the programme.</p> <p>By June 2023, almost all participating young people have the skills to speak out against issues which affect relationships within our schools and communities by adopting an active 'bystander' approach.</p> <p>By June 2023, all secondary and ASN schools are implementing the MVP programme.</p> <p>By June 2024, all secondary and ASN schools are implementing 'Equally Safe at Schools' (ESAS) as an integral part of the MVP programme.</p>	<p>Pre and post professional learning questionnaires will demonstrate that all staff have increased knowledge and confidence.</p> <p>Focus groups of mentors and mentees evidence that young people confidently deliver lessons to their peers.</p> <p>Observation of MVP in action in a sample of schools by Renfrewshire training team at agreed points in the academic year.</p> <p>A pupil steering day provides a forum for young people to provide feedback on the short and longer term impact of their MVP mentor role. A summary paper will be produced.</p> <p>Number of MVP schools.</p> <p>Number of ESAS schools.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Finalise Children's Services Parenting Strategy and identify key actions that can be delivered via the Families and Communities portfolio.</p> <p>Ensure there is integration of the Parenting Strategy and Parental Engagement strategy within Education.</p>	<p>There is one consistent Renfrewshire multi-agency approach to parenting and parental engagement with clear support and approaches mapped out at each stage.</p> <p>Parents/carers have access to range of high-quality evidence-based approaches and interventions to support their parenting when required.</p> <p>Practitioners have increased awareness, knowledge and confidence of the range of supports available to support parents / carers and can signpost appropriately.</p> <p>Schools continue to develop and implement approaches to enhance parental engagement and family learning and be able to demonstrate the impact on attainment and achievement.</p>	<p>Parenting strategy document and action plan.</p> <p>Clear parental engagement operational plan.</p> <p>Up to date landscape map of supports and approaches.</p> <p>Parental Involvement & Engagement (PIE) Survey data.</p> <p>Pre and post parental engagement survey.</p> <p>Evaluations from professional learning.</p> <p>Evaluations of parenting support approaches/interventions.</p>
<p>Establish a referral pathway in relation to parenting support and ensure this aligns to the wider inclusion agenda and in particular staged intervention.</p>	<p>Parents/carers access appropriate support at the right time through an easily accessible referral process/request for assistance.</p> <p>Parent/carers report improved access to parenting approaches.</p> <p>Parents/carers report improvements in their parenting knowledge, confidence and skills as a result of being able to access the range of supports available.</p>	<p>Development of a referral / request for assistance process.</p> <p>Referral data.</p> <p>Evaluations and outcome data from parenting support approaches/interventions.</p>
<p>Review and revise the coordinated and shared approach to Child Protection training and procedures.</p>	<p>All Children's Services staff are knowledgeable and confident in delivering a shared and consistent approach to child protection.</p> <p>Engagement with Council Boards, including Child Protection/ Promise Board/Alcohol and Drugs, is aligned and there are clear feedback loops in place to ensure sharing of knowledge and development.</p>	<p>Survey feedback on confidence in roles and responsibilities relating to Child Protection will be baselined and then reviewed for improvement termly.</p>

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<p>Explore existing gaps in relation to community mental health and wellbeing based on evidence and needs analysis data.</p> <p>Review and amend approaches within our partnership hub model 'Ren10' (a coordinated approach to delivering programmes, interventions and supports) to ensure impact is achieved.</p> <p>Ensure 'Ren10' interventions and approaches are included in the 'Request for Assistance' process developed as part of the Inclusion portfolio.</p>	<p>Governance systems are clear, open, transparent and ensure there is equity of approach.</p> <p>Systems ensure effective, efficient, and sustainable use of resources including the workforce, maximising funding across all localities.</p> <p>Funding is allocated to embed existing approaches that are having a positive impact on children and families or will be used to respond to gaps.</p> <p>Targeted children and young people from Early Years to Senior Phase are supported through bespoke interventions and specialist resources and are more involved in the decisions that affect them.</p> <p>Parents/carers are more involved in clear and transparent decision making.</p> <p>Early and effective interventions are planned and supported by the staged intervention framework and professional learning. Interventions are in place for schools to utilise for Stage 1 and Stage 2 intervention levels.</p>	<p>Baseline data will be re-established for each intervention and stretch aims and targets developed and reviewed every three months.</p> <p>Consultation responses.</p> <p>"You said, we did" reports/Impact reports.</p> <p>Feedback from Heads/Pupil Support coordinators and other stakeholders of the process for accessing resources.</p> <p>Joint working plan includes staff confidence rating in specific areas relating to inclusion (capturing the young person's voice, transition planning and parental engagement).</p> <p>Staff training evaluations (including pre and post confidence rating) and focus group feedback.</p> <p>'Request for Assistance' tracking of self-referrals and outcomes will be introduced to create usage baseline.</p>

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<p>Host a range of engagement opportunities for parents/carers, children and young people to better understand what is important to them in relation to tackling poverty.</p>	<p>Children and Families are at the heart of decision making and planning when addressing poverty and inequalities ensuring that their needs are being met.</p> <p>Funding is targeted toward priorities identified by families and communities.</p> <p>Communities take a more active approach in budgeting and planning developing new skills as they participate.</p>	<p>Numbers of Participatory Budgeting processes and projects being established in communities.</p> <p>Development of a scoreboard identifying priorities.</p> <p>Number of poverty-proofing school policies.</p> <p>Feedback from parents / carers.</p> <p>Feedback from children and young people.</p> <p>School Pupil Equity Fund plans and evaluations.</p>
<p>Engage with the Children's Services Partnership to develop a proposal under the Scottish Government whole family wellbeing fund ensuring it links with the development of wider community hubs across the council and the Promise.</p>	<p>Support for families is maximised through the family wellbeing fund demonstrating positive outcomes.</p> <p>There is a partnership approach to the development of proposals ensuring that families receive preventative wrap-around support.</p>	<p>Whole family wellbeing fund proposal.</p> <p>Service specification.</p> <p>Initial feedback and evaluations from service users demonstrating impact of service.</p> <p>Reduction in numbers of families requiring crisis intervention.</p>

For further information, please contact

Steven Quinn

Director Children's Services

Children's Services

Renfrewshire Council

Tel: 0141 618 6839

Email: steven.quinn@renfrewshire.gov.uk



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