



Education Improvement Plan 2024



Renfrewshire
Council



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Introduction

Welcome to Renfrewshire Council’s Education Improvement Plan for school session 2024/25. Evidence has been gathered by the Central Team, through self-evaluation activities, which has enabled us to identify appropriate next steps and continue to provide the highest quality of experiences for all our learners.

The Plan is based on the Council’s values; Fair, Helpful, Collaborative, Learning and identifies how we will deliver on the priorities for our services set out in the Council Plan as well as the nationally agreed priorities of the National Improvement Framework.

Our plan focuses on three main themes, and the document itself is structured around these themes:

- Inclusion
- Families and Communities
- Curriculum, Learning, Teaching and Assessment.

At Renfrewshire Council we want every single child and young person to have the best opportunity to learn and to thrive. Whilst our plan is ambitious for all children and young people, we have a particular focus on narrowing and ultimately closing the poverty-related attainment gap. We will continue to deliver this through universal and targeted approaches to ensure that all our children and young people are supported and equipped to be successful in their learning and their life beyond school.

We will continue to strive to deliver an excellent education service for our children, young people and families and as a Children’s Service, will work hard every day across all of our establishments to support them to achieve their ambitions.

This plan is a proactive and systematic approach to bring about improvement and reach higher levels of performance, effectiveness, and success. I warmly commend it to you, and invite parents, carers and all our partners to work with the staff in our Early Learning and Childcare settings, schools and services in securing the outcomes and impacts identified.



Councillor Emma Rodden
Convener Education
and Children’s Services



Janie O’Neill
Director of Children’s Services

Renfrewshire's Education Improvement Plan



This Education Improvement Plan supports the delivery of the priorities contained within key plans such as [Renfrewshire Council's Plan](#), [Children's Services Partnership Plan](#) and [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'
- Scottish Equity Framework
- Getting it Right for Every Child (GIRFEC)
- Whole Family Wellbeing
- 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) Act 2024
- 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

Renfrewshire Council Plan Strategic Outcomes

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

We will encourage kind and connected communities—where our citizens take pride in their place, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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 Children's Services Vision

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

Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty

Place children and young people's human rights at the heart of the planning and delivery of services that affect them

Protect the most vulnerable members of our communities, including children and young people who are at risk

Support and nurture our children, families and communities

Create the best possible learning estate to allow children and young people to thrive

Raise attainment and enhance learning and teaching in an inclusive environment

This plan outlines how the service will take forward our 5 strategic priorities. Our improvement priorities align to those outlined in the National Improvement Framework (NIF).

5 National Improvement Framework (NIF) 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

Portfolio Planning

Children's Services has developed 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. The approach has strengthened our service planning processes, supported prioritisation and joint planning, enabling children and young people to thrive, learn and achieve.

Each portfolio team 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.

Stretch aims

The local authority's approach to setting stretch aims is based on recovery and acceleration: recovery to pre-pandemic levels of attainment and then increase attainment beyond pre-pandemic levels from 2024 onwards. Local authority stretch aims have been set for 2025/26, with interim annual targets each year. To support this approach, schools set their own attainment targets following the same rationale. These annual school targets are intended to ensure that the approach is pupil centred and should lead to more effective tracking of progress across the broad general education.

Core plus aims are centred on writing across the broad general education (BGE). This is a key improvement area for the authority and was selected based on performance at each stage. We continue to use evidence-based interventions to support schools with improving writing. Additional stretch aims relating to attendance, exclusions and pupil wellbeing have also been included at local authority level. Across all measures, additional stretch aims have been identified for attainment gaps, measured using SIMD, as well as for all pupils. This is to maintain the joint focus of raising attainment for all and closing the poverty related attainment gap.

Inclusion



Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>The quality assurance framework will sample key elements of planning for children and young (CYP) people at each stage of intervention including;</p> <ul style="list-style-type: none"> • Team Around the Child Minutes • Multi-agency Childs plan Meeting Minutes • Single/Multi-agency plans • Single/Multi-agency chronologies <p>We will review and adapt establishments tracking systems to ensure that we have the accurate information required with regards to the stage of intervention and attainment/achievement of children and young people with additional support needs.</p>	<p>In line with staged intervention approach, CYP will receive the least intrusive form of support.</p> <p>Early intervention will allow an increased number of pupils to remain in their educational establishment within their locality.</p> <p>Staff across Renfrewshire will be consistent in using inclusive language in line with Renfrewshire’s Language policy.</p> <p>Plans will be solution focussed and review and evaluation of support will be clearly illustrated.</p> <p>Targets in plans will be based on robust assessment of need.</p> <p>The tracking system will provide a consistent, user friendly approach to gathering accurate information across all localities.</p> <p>Tracking system will allow the inclusion team to monitor and track implementation and impact of plans</p> <p>Tracking system will provide quantitative data with regards to attainment and achievement of pupils with ASN.</p>	<p>Almost all children and young people (CYP) being raised through triage and being referred to ESRG/SISP for enhanced support are appropriate referrals.</p> <p>Almost all CYP on joint placement with Flexible Learning Resource are able to experience success in both FLR and Mainstream school.</p> <p>Most CYP will have demonstrated improvement in their action plan evaluations.</p> <p>Quality assurance of plans.</p> <p>In session 24/25 we will reduce the number of pupils with ASN who are excluded.</p> <p>Consistent use of improved tracking systems.</p> <p>Data shows an upward trend in Attainment and Achievement in pupils with ASN.</p> <p>We will see 66% of CYP achieve expected level in Literacy and 77% of CYP achieve expected level in Numeracy.</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>We will develop a consistent approach to coaching and modelling across all localities from our Flexible Learning Resource and from Riverbrae. This will include consistency of approaches in relation to;</p> <ul style="list-style-type: none"> • Referral processes • Planning • Pedagogy • Evaluation and review <p>We will create a clear rationale for coaching and modelling support which will be shared with establishments.</p>	<p>Referrals for coaching and modelling will be consistently appropriate.</p> <p>Impact of coaching and modelling will be visible in CYP plan.</p> <p>Increase in pupils who are able to remain FT in mainstream school.</p> <p>Over time pupils will reduce time in Flexible Learning Resource and increase time in mainstream classroom.</p> <p>Mainstream staff will be upskilled and able to meet CYP needs.</p> <p>Flexible Learning Staff follow the same Coaching and Modelling process.</p> <p>Establishments have a clear understanding of Coaching and Modelling process.</p> <p>FLR input is able to come to an end within set time frame.</p>	<p>All referrals through triage, SISP, ESG for enhanced support are appropriate.</p> <p>FLR input is effective:</p> <p>Increase in number of pupils moving from fulltime FLR placement to joint placements.</p> <p>Sample of CYP plans show impact of Coaching and Modelling.</p> <p>Quality assurance processes show greater consistency of approach across establishments.</p> <p>Evaluations evidence that coaching and modelling has a positive impact on pupil progress.</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>The updated Transition Policy for children and young people with additional support needs was launched in April 2024, this will be embedded across all establishments and as a result we will see improvements at key transitions times for children and young people with Additional Support Needs.</p> <p>Training in transition will be provided at Local Authority level.</p> <p>Targeted pupils transitioning from Early Years to Primary 1 will be supported by the Inclusion Team through our Getting Ready for School classes and EY Team. (West/St A/Riverbrae)</p>	<p>Consistent approach to transition for CYP with ASN.</p> <p>Establishments have a clear understanding of what Flexible Learning Resource is and can share this with parents.</p> <p>Improved collaboration and communication between establishments to support transition.</p> <p>Transition calendar from working party shared across establishments.</p> <p>Consistency of observation used by Inclusion Team.</p> <p>Appropriate placement of pupils in specialist provision.</p> <p>Appropriate pupils identified and supported through EY team from Riverbrae.</p> <p>Appropriate pupils selected for Getting ready for school classes which in turn supports transition into mainstream establishment.</p> <p>Pupils and Parents are involved and feel fully informed throughout the transition process.</p> <p>Parent friendly guide to transition available.</p>	<p>Sampling of Observations and Action Plan content shows that information has been included in plan and implemented.</p> <p>All pupils are appropriately placed as per transition policy guidelines.</p> <p>All pupils who have a joint placement with FLR/ specialist provision have been supported by EY team from Riverbrae.</p> <p>Collection baseline data will be monitored and reviewed for coaching and modelling for this cohort.</p> <p>Pupil and parents views captured in TAC and plans will highlight inclusion of parent and CYP voice.</p> <p>Collection of baseline data will be monitored and reviewed of number of complaints in relation to transition.</p> <p>Attendance figures from training sessions.</p> <p>Pre and post training evaluations.</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>We will ensure equitable distribution of additional support needs assistant resource through an improved system for allocation. This will be based on clear criteria for allocation of core and complex hours.</p>	<p>Allocation will be equitable. Core allocation will be based on the demographic of the school and equitable across schools with similar demographic.</p> <p>Clear criteria for complex hours which staff across establishments understand. Staff understand how to apply for complex hours. New Forms system to be developed and implemented in to triage process.</p> <p>ASNA resource used efficiently and effectively across all establishments. Looking outward to good practice.</p>	<p>Analysis of core and complex allocation of hours will ensure equitable distribution.</p> <p>Reduction in number of requests for additional hours throughout academic year.</p> <p>Audit/observation of how ASNAs are used across establishments.</p> <p>Good practice highlighted through case studies and shared across establishments.</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>We will ensure mainstream staff continue to develop skills to ensure we meet the needs of most learners with ASN through robust professional learning opportunities.</p> <p>Staff will develop an awareness and understanding of updated Violence and Aggression (V&A) policy and the universal and targeted supports available to establishments to support with distressed behaviour.</p>	<p>Training provided will be relevant to needs of your CYP and upskill staff in a way that allows learner's needs to be met in their establishment.</p> <p>Consistency in recording of Violence and Aggression incidents.</p> <p>Increased number of staff are aware of and implementing universal and targeted supports resulting in a reduction on V&A incidents.</p> <p>Consistent evaluation and review of what led to V & A incident with review of practice.</p> <p>Fewer incidents of distressed behaviour as staff are able to support CYP to regulate.</p>	<p>Attendance figures from training sessions.</p> <p>Triage tracker will provide insight into needs of CYP and will inform further training opportunities.</p> <p>Training evaluations and feedback including Educational Psychology will inform future training opportunities.</p> <p>Training on offer is relevant to the needs of the CYP being raised through Education Support Resource Group (ESRG).</p> <p>Observation and quality assurance of strategies in place/sample of CYP action plans show that strategies that have come from training are embedded in plans (Education Manager reviews).</p> <p>Quality assurance through Violence and Aggression form monitoring will demonstrate evaluation and review of practice.</p> <p>24/25 session will act as the baseline for V&A reported incidents. This will be monitored and reviewed.</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Supporting attendance and exclusion with a focus on our most vulnerable groups of children and young people.</p> <p>Those who are considered to be vulnerable to attendance issues will include: Those who are care experienced; live in SIMD 1, 2 & 3; and those who have identified additional support needs.</p> <p>Supports will be developed further to include and extend:</p> <ul style="list-style-type: none"> Information and practice gathered from those 5 establishments who are in the Renfrewshire EBSA pilot. A wider use by establishments of the Renfrewshire 'thinglink' which contains strategies; advice; research and training materials. A multi-agency offer of support and development groups for staff and access to RAMH for families. Support & Development Groups will run ensuring ongoing coaching/training is available for staff in the pilot schools to attend. Inputs will include evidence-based intervention sessions, and from partner agencies (e.g. CAMHS). <p>(continued on next page)</p>	<p>Attendance and late coming data will show an upward positive trend.</p> <p>Exclusions will continue to be monitored and reduced, with a specific focus on those young people who are care experienced.</p> <p>Part time timetables will be submitted to central team (SC8). Establishments will have a robust plan in place to allow time in school to increase.</p> <p>Pilot school data and good practice will be shared and disseminated amongst establishments.</p>	<p>Data on attendance and exclusions gathered termly.</p> <p>Attendance gap monitored: difference in percentage attendance between 20% most deprived and 20% least deprived.</p> <p>% lost to unauthorised absence will decrease.</p> <p>% lost to truancy or unexplained absence will decrease.</p> <p>% lost to self-certified will decrease.</p> <p>Number of late comings (arrives before mid-opening).</p> <p>Number/Percentage of schools who have improved on the previous year.</p> <p>Number of pupils on part time timetables will be reduced.</p> <p>Pupil and parent voice in relation to part time timetables gathered through Action plans.</p> <p>Sample of plans – plans will reflect robust plan to increase time in school and a clear timeline will be evident.</p> <p>(continued on next page)</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>(continued from previous page)</p> <ul style="list-style-type: none"> • Emotional Based School Avoidance (EBSA) training is subsumed into the wider Renfrewshire Nurturing Relationship Approach (RNRA) umbrella and will therefore be supported through establishment core groups and supported by link Educational Psychologists. • Practitioner, Parent/Carer and Practitioner views from the 5 pilot schools will be sought to explore attitudes towards school attendance. • SC 8 guidance will be promoted within establishments. • Universal training will be provided to build capacity in in mainstream to prevent non attendance. • Virtual school and Skills Academy pilot. 		<p>(continued from previous page)</p> <p>The number of establishments accessing the EBSA training offer will increase.</p> <p>CYP attending Skills academy pilot will show increase in attendance and be able to attain and achieve in line with their peers.</p> <p>Production of Action Plans and adherence to change methodologies which target specific EBSA change ideas will be evidenced through the submission of RNRA Awards (March & June every year).</p> <p>Questionnaires sent to all stakeholders will measure attitudes towards school attendance.</p> <p>Quantitative and qualitative data from questionnaires will be analysed to help us understand where we should target future intervention if and where necessary.</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>A Senior Phase curriculum Review of Mary Russell and Riverbrae School will enable a fuller understanding of what constitutes a high quality, holistic curriculum for children and young people with additional support needs.</p>	<p>Identify good practice that can be taken into mainstream schools.</p> <p>Look outwards at other ASN schools to learn from curricular models there/Education Scotland.</p> <p>Consider joint curricular offers between Riverbrae and Mary Russell school.</p> <p>Consider what is best practice in the curriculum offer for C&YP.</p>	<p>Increase in partnership working between specialist provision and mainstream establishments to allow for increased curriculum flexibility.</p> <p>Review of curriculum offers and forward planning of senior phase will show curriculum design meets projected needs of learners.</p> <p>Attainment and achievement data of targeted pupils.</p>

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Our main service improvements are self-evaluation across our development work and case work and further embedding equalities work.</p> <p>Link with the English as an Additional Language (EAL) team to further develop our understanding of practical school support as the population becomes more diverse. We are also contributing to Building Racial Literacy (BRL.)</p> <p>In addition, we are looking at how we deliver to Social Work in an impactful way. The likely focus of next year's conference will be Care Experience.</p> <p>We will provide training on chronologies and Multi Agency planning.</p> <p>Education Manager for ASN will sit on Complex Case Oversight Group to promote collegiate planning for CYP on CP register.</p> <p>Education Officer will sit on Multi agency groups (MARAC, Vulnerable Young Persons, EISG, RENFORM, RCPC Training and Development group).</p> <p>Multi Agency quality assurance for Initial Referral Discussions.</p>	<p>Standard of chronologies across all establishments will be consistently of a high standard.</p> <p>Multi Agency plans will reflect joint planning and evaluation and result in the best outcome for the CYP.</p> <p>CYP on CP register will have a robust multi agency plan.</p> <p>Improved sharing of information at Multi Agency level.</p> <p>Increased understanding within SW of education supports available to CYP.</p> <p>Needs of CYP are met through Multi Agency partnership working.</p>	<p>Sampling of Multi Agency plans and chronologies will show that they are of a high standard and reflect joint planning.</p> <p>Outcomes of meetings will reflect contribution to discussion and positive impact on CYP.</p>

Families and Communities— Whole Family Wellbeing

Families and Communities—Whole Family Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Develop and implement a framework for family wellbeing support (FFWS) that aligns with the GIRFEC staged intervention framework. This will clearly show which family wellbeing team supports which level of family need.</p>	<p>Staff across our teams will be clear about roles and responsibilities regarding support to families. This will avoid duplication and ensure clear pathways to the right support for families. Referrers will be clear about the correct referral route based on family need.</p> <p>Families will experience consistent support based on their level of need and will not be “referred on”. This will be achieved through close working relationships across the family wellbeing teams.</p> <p>Where there are families that fluctuate between levels of need we will ensure the key person with whom the family has a relationship is consistent in the support plan.</p>	<p>Family wellbeing leads will carry out regular caseload reviews to ensure that staff are supporting families in line with the FFWS.</p> <p>Regular locality Request for Assistance meetings will moderate the allocation of referrals and ensure consistent practice across localities and teams.</p> <p>The Family Wellbeing Scale will be used to measure impact pre and post involvement.</p> <p>There will be an increase in the number of families taking up support across the service. This will build on the baseline information from July 2024.</p>
<p>Promote the FFWS widely amongst all stakeholders, specifically to:</p> <ul style="list-style-type: none"> • Heads of education establishments/pupil support co-ordinators; • Social work staff; • Health visitors; school nurses; health improvement staff; CAMHS staff; • Third sector organisations • Other Renfrewshire Council departments 	<p>All stakeholders will be clear about that the Family Wellbeing Service offers and how to make a request for assistance.</p> <p>All stakeholders will be clear about the structure and framework for the service so that it is clear what staff within the service can offer.</p> <p>All stakeholders will be clear about how the family wellbeing service offer differs from what was offered by previous services.</p>	<p>We will receive increased number of requests for assistance.</p> <p>Requests for assistance will be monitored on a monthly basis and analysed to provide data about which agency/dept they are coming from.</p> <p>Self referrals will be monitored on a monthly basis.</p>

Families and Communities—Whole Family Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Plan for and launch the Family Wellbeing Service to families.</p>	<p>All staff in the wellbeing service will be clear about the offer from each funded TSO; and the progress being made by each funded TSO; this will lead to improved joint working and more effective requests for assistance.</p> <p>Skill sharing and awareness raising across the service which will positively impact on the support given to families.</p> <p>All funded TSOs will have an understanding of the wider work going on within the service and will be able to use good practice examples to further develop the work they are doing with families.</p>	<p>Evaluations from the whole service development day.</p> <p>Ongoing staff feedback from across the service.</p> <p>Increased number of in-FORT requests for assistance to TSOs and vice versa.</p> <p>Evaluation of training sessions.</p> <p>Notes of meetings.</p> <p>Collation and sharing of good practice examples.</p> <p>Evaluation data submitted by TSOs shows cumulative improvement on family wellbeing.</p>
<p>A pilot will be developed which links the Interrupted Learners Team, The Senior Phase FLR and the Kintyre FLR under the heading of “Flexible Skills Academy.”</p>	<p>Young people will benefit from more personalisation and choice in the curriculum offer.</p> <p>There will be an increased number of accredited qualifications on offer for young people.</p> <p>The attendance of the young people will increase.</p> <p>Closer liaison with the family wellbeing service will support parents to take up support on offer through the family wellbeing hub.</p>	<p>Number of subject choices on offer is increased.</p> <p>Number of accredited qualifications on offer for children and young people is increased.</p> <p>Positive post school destinations increases.</p> <p>Attendance figures.</p>

Families and Communities—Whole Family Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Develop a local learning annex into a Family Wellbeing Hub.</p>	<p>There will be a central location where families can experience joined up support and services.</p> <p>Families will benefit by having access to a range of advice, information and support in a central location.</p> <p>Children, young people and families will benefit by having access to an improved facility which meets their needs.</p> <p>Staff will benefit by working collaboratively to improve their workspace.</p>	<p>Users report that the Family Wellbeing Hub is fit for purpose and provides a welcoming, supportive environment.</p> <p>Use of the available space will be monitored and satisfaction with facilities will be evaluated.</p> <p>Increased number of families accessing support within the building.</p>
<p>Pilot the Fast Online Referral Tracking (FORT) system and evaluate its use.</p>	<p>Quality data will be available to feed into the family wellbeing evaluation framework.</p> <p>Staff will be skilled and confident in the use of the new system, resulting in better recording and reporting practices.</p> <p>Positive feedback/results will inform future planning and rollout across the partnership.</p>	<p>FORT data and agreed monthly reporting dataset.</p> <p>Staff feedback on use.</p>

Families and Communities—Whole Family Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Following an options appraisal, implement a revised model for the ASN playscheme which will build on positive aspects of the previous model and will address gaps and concerns.</p>	<p>Positive outcomes for children and young people attending ASN playscheme.</p> <p>A sustainable model which allows for improvement planning.</p> <p>Improved parental understanding and engagement resulting in changes being made to current spend which will benefit children and young people.</p> <p>The transport budget will be reduced and the funds will allow for increased time at the playscheme for children and young people.</p>	<p>Post evaluations from children, young people and parents/carers.</p> <p>Budget analysis shows less spend on transport and more on planned activities/increased days offered.</p> <p>Parent/carer satisfaction rates increase.</p> <p>Partners/referrers report an improved model which improves family resilience.</p>
<p>Work with partners from other work streams to align Family Wellbeing locality hub developments with the Connected Communities developments.</p>	<p>Ensure maximisation of supports and services offered to communities in Renfrewshire.</p> <p>Avoid duplication and streamline offers of support to families and communities.</p> <p>Generate increased opportunities for partnership working.</p>	<p>Note of joint meeting between CLD and Family Wellbeing leads planned for September 2024.</p> <p>Plans for both workstreams evidence joint working and maximising of resources in communities.</p> <p>Project manager articulates connections and ensures these are maximised for future development.</p>

Families and Communities—Whole Family Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Plan ahead to ensure that the Renfrewshire Children’s Services Partnership (RCSP) develop a plan for sustainability of the Family Wellbeing Service beyond the current funding period.</p>	<p>A higher profile for the Whole Family Wellbeing Service will be generated across the Community Planning Partnership.</p> <p>Achieving an understanding of relevant grant/ funding streams within the Council will allow for the RCSP to make relevant decisions regarding funding priorities.</p> <p>By aligning with corporate strategic objectives we will ensure a cohesive focus on supporting families experiencing poverty.</p> <p>Completing the family wellbeing self evaluation toolkit will allow all partners to focus on the quality indicators for success as outlined in the Scottish Government logic model. This will result in increased understanding of how to develop family wellbeing to achieve transformational changes across children’s services.</p> <p>Strategic partners recognise their collective responsibility to continue to develop and fund the family wellbeing service.</p>	<p>Minutes of meeting with elected members.</p> <p>Reworked funding review document.</p> <p>Completed self evaluation returns from all relevant agencies.</p> <p>Minute of Renfrewshire Children’s Services Partnership meetings.</p>

Families and Communities— Health and Wellbeing

The background features several overlapping geometric shapes. A large magenta shape is at the top left, partially overlapping a teal shape below it. A dark blue shape is positioned between the teal and magenta shapes. A bright blue circle is on the right side, overlapping the magenta shape. A green shape is at the bottom right. A small purple triangle is in the top right corner.

Families and Communities—Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Informed by local and national priorities, and supported by key partners, develop and deliver a comprehensive programme of professional learning (PL) & targeted interventions across all sectors to support effective implementation of the Health and Wellbeing curriculum. PL will be aligned to national and international awareness days/weeks. Topics will include:</p> <ul style="list-style-type: none"> • Understanding self-harm • Suicide prevention • Relationships & sexual health including LGBTI education • Alcohol & Substance Awareness (particularly in the area of Vaping) • Online safety • Themes emerging from surveys, counselling statistics and feedback from children, young people and schools/centres • Approaches to CBT • Physical Education <p>Deliver bespoke PL to meet the needs of individual education establishments.</p>	<p>By June 2025, almost all children and young people (CYP) in focus groups 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>By June 2025, almost all participants in PL have improved knowledge, confidence and practice across a range of health and wellbeing topics.</p> <p>Almost all participants understand and are clear about how to respond to the distressed behaviour of CYP.</p> <p>By June 2025, 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>CYP and staff participating in the LGBTI Charter Award are more inclusive and have the confidence to tackle homophobic, bi-phobic and transphobic bullying.</p>	<p>Qualitative feedback from young people will be gathered via Forms and focus groups to evaluate effectiveness of MHWB programmes and will evidence their awareness of available supports and how these are being accessed and used.</p> <p>Number of hits of the Renfrewshire digital signposting resources indicate that CYP, staff and parents/carers know where to access support information.</p> <p>Professional learning pre and post evaluations and focus groups demonstrate improved scores in knowledge and confidence.</p> <p>Post training evaluations show that practitioners and young people know how to become involved in life protection, preservation and promotion activities in their community.</p> <p>Professional learning participation mapping across establishments highlights the reach of the HWB training programme across Renfrewshire.</p> <p>Case Studies evidence the longer-term impact of PL on the mental health and emotional wellbeing of CYP.</p> <p>All schools participating in the LGBT Charter Award for session 2024/25 will achieve their target level.</p>

Families and Communities—Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>In partnership with Barnardo’s, additional Early Years and Primary establishments will be supported to implement evidence-based emotional literacy programme PATHs (Promoting Alternative Thinking Skills).</p> <p>In partnership with Headstrong, evaluate the new secondary mental health programme ‘It’s a Mental Health Thing’ and make amendments in response to user feedback.</p>	<p>By June 2025, evidence-based programmes/ resources are in place to support the teaching of emotional literacy across almost all establishments from Early Years – Senior Phase.</p> <p>By October 2024, the updated ‘It’s a Mental Health Thing’ programme is integrated into the PSE programmes in all secondary schools. All teachers are knowledgeable and confident delivering the programme.</p> <p>By June 2025, the programme has been implemented in all schools and almost all young people who have participated have the knowledge and skills to maintain good mental health and wellbeing.</p>	<p>Audit of emotional literacy programmes across all establishments shows that almost all establishments are using an evidence-based programme.</p> <p>PATHS quarterly reports and impact reports show high levels of engagement in the programme and improved scores for targeted children.</p> <p>Focus group of Pupil Support Staff shows that the programme has enhanced learning and teaching of mental health and wellbeing.</p> <p>Pupil Support Staff demonstrate the knowledge, understanding and confidence to be able to support implementation of the programme in their own schools.</p> <p>Forms surveys and focus groups of young people evidence that the resource has supported their mental health, that they know where to go for help and what that help looks like.</p>

Families and Communities—Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Further promote and enhance Renfrewshire’s Alcohol and Substance Awareness Education Programme, to assess its reach and impact. Work with partners in NHSGGC and I am Me Scotland to support its implementation across the wider health board and to address any gaps.</p> <p>Through the NHSGGC board-wide Vaping strategy group, explore early intervention and prevention measures as well as board-wide policy development on Vaping for use in schools.</p> <p>Engage with all appropriate agencies to bring about improvements through Renfrewshire’s Vaping and Young People(YP) group (including HSCP, Trading Standards and Youth services).</p> <p>Ensure voices of young people are at the heart of development work. E.g. Explore the possibility of a Youth Assembly in collaboration with Youth Services.</p> <p>In partnership with Renfrewshire’s HSCP, provide CLPL for teachers on Alcohol and Substance Awareness and specifically Vaping.</p>	<p>By March 2025, the programme has been reviewed and gaps addressed to reflect Scottish Government Vaping legislation, current research and information from partners.</p> <p>By June 2025, almost all establishments are embedding the programme into the PSE curriculum and CYP have increased knowledge and understanding of how to keep themselves safe and healthy in relation to alcohol and substances.</p> <p>By June 2025, almost all participants in PL have improved knowledge and understanding and are confident to teach the programme in their classes.</p>	<p>NHSGGC reports will demonstrate the impact of the board-wide work in tackling Vaping in YP.</p> <p>Audit information across all establishments provides evidences that the resource is embedded in PSE programmes.</p> <p>Platform analytics provide information about reach as well as feedback from users – practitioners and CYP.</p>

Families and Communities—Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Create and deliver a series of online parent/carer sessions focussing:</p> <ul style="list-style-type: none"> • Understanding anxiety • Harmful behaviour including self-harm • Restorative approaches • De-escalation techniques for parents/carers • Keeping your child safe online <p>Deliver bespoke parent sessions to individual establishments as required.</p>	<p>By June 2025, parents/carers are more knowledgeable and 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>
<p>Conduct a HWB survey across all establishments with all CYP from P5 – S6. The Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) questions will be included providing us with this data set for a 4th year. Analyse results/trends at authority and school level to identify actions/strategic priorities.</p> <p>In partnership with the data team and Educational Psychology team, support schools to make effective use of HWB data to identify priorities and bring about improvement.</p>	<p>By June 2025, analysis of survey results has led to identification of strengths and areas for improvement to be actioned.</p> <p>By October 2025, almost all schools have engaged with HWB datasets to identify school priorities.</p> <p>By June 2025, improvements in ensuring wellbeing, equity and inclusion are such that all schools evaluate QI 3.1 as ‘Good’ or better and an increasing number of schools evaluate QI 3.1 as ‘Very Good’ or better from the June 2024 figure.</p>	<p>WEMWBS survey scores for 2025 show that wellbeing is improving and the % of young people S1-6 falling into the low wellbeing score decreases from the 2024 figure of 22.5%.</p> <p>Schools’ self-evaluation gradings for QI 3.1 at June 2025 compared to the June 2024 gradings:</p> <ul style="list-style-type: none"> • 62% (38 schools) VG • 38% (23 schools) Good • 2 schools Satisfactory <p>All Education Scotland inspections grade QI 3.1 as ‘Good’ or better.</p> <p>Through QI Visits and scrutiny of school improvement plans it is evident that the rationale for HWB improvements is based on sound self-evaluation including use of data.</p>

Families and Communities—Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Coordinate implementation of The Exchange counselling service to all establishments and Place2Be counselling service in targeted schools. Promote online supports such as D'EXY as an additional layer of support for young people. Identify common referral themes across schools and address these through staff professional learning and provision of supports.</p>	<p>By June 2025, all CYP requiring specialist Counselling, receive timeous support to cope with issues and build resilience. Staff benefit from consultancy support e.g., advice, guidance and strategies in relation to supporting targeted CYP as required.</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. 100% CYP access counselling screening appointment within 5 days of referral. 85% CYP show improvement post counselling.</p>
<p>In partnership with an accredited CBT therapist, provide a 5-week professional learning course to a further 3 cohorts of teachers on skills and knowledge around Cognitive Behaviour Therapy (CBT). Provide re-connectors with the 4 cohorts of education staff trained in session 2023/24 to refresh use of approaches and language. Develop resources for use by trained staff e.g. how to have a CBT conversation. Develop a universal 'Introduction to CBT' session for all education staff to promote a consistent use of language across establishments.</p>	<p>Teachers participating in the CBT training are more confident and skilled in supporting YP in one-to-one discussion and benefit from the structure CBT provides. All participants have basic skills in CBT language and are able to support CYP through having an effective CBT conversation.</p>	<p>Qualitative data from CBT participants, including pre and post questionnaires, will be collated to demonstrate impact with an additional follow up impact questionnaire 6 months post training.</p>

Families and Communities—Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Provide the training and resources to extend Gender Based Violence (GBV) work and Mentors in Violence Prevention (MVP) programme across all mainstream secondary schools.</p> <p>Training will focus on building capacity in existing and newly trained schools. MVP mentors will participate in 16 Days of Action (international campaign to end violence against women) in November 2024.</p> <p>Explore more explicit links between MVP and the curriculum in partnership with Libraries and PTs English.</p> <p>In partnership with Education Scotland, pilot delivery of GBV professional learning for Primary education staff.</p> <p>In line with the ADES commitments in relation to GBV, aim to have all secondary schools register with Equally Safe at School (ESAS) to take a whole-school approach to address GBV.</p> <p>In partnership with Renfrewshire’s GBV Steering Group, develop a resource for schools around sexualised behaviour in young people. The resource will include what to look out for, what to say, and where to signpost staff and CYP.</p>	<p>By June 2025, all secondary schools are implementing the MVP programme/GBV prevention approaches.</p> <p>All participating practitioners have an enhanced knowledge and understanding of the MVP programme and are better prepared for conversations/teaching relating to GBV.</p> <p>Staff confidently support young people in delivery of the MVP programme.</p> <p>By June 2025, almost all participating young people are empowered and have the skills to challenge abusive, bullying and discriminatory behaviours which affect relationships within our schools and communities.</p> <p>By June 2025, all secondary schools will have registered with ESAS and key staff will complete the ESAS e-learn module to enable them to effectively lead GBV prevention work in their schools.</p> <p>All secondary schools have key staff who are trained and support delivery of the new resource developed to address sexualised behaviour.</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>Number of MVP and ESAS schools show that all secondaries are participating.</p> <p>Number of staff that completed the ESAS elearn module demonstrates secondary schools’ commitment to tackling GBV.</p> <p>The GBV Steering Group deliver a resource and training to support school staff to address sexualised behaviour.</p> <p>The ‘red flag’ campaign is successfully delivered by young people across participating schools.</p>

Families and Communities—Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Using the audit information gathered, finalise the Primary Physical Education skills framework and pilot in sample schools.</p> <p>In partnership with OneRen, provide professional learning for teachers on the teaching of key skills in PE.</p>	<p>By December 2024, a draft skills framework for Curriculum for Excellence Early-Second Level has been developed.</p> <p>By March 2025, the framework has been piloted and feedback from schools and key partners is collated.</p> <p>By June 2025, the skills framework has been finalised and is rolled out across establishments.</p> <p>Teachers participating in PL are more knowledgeable about, and confident in teaching the key skills in PE.</p>	<p>Feedback from schools (teachers and children) and key partners demonstrates that the final skills framework reflects user views.</p> <p>The skills framework is provided for use in all primary schools.</p> <p>Pre and post training evaluations show increased knowledge and confidence of teachers.</p>
<p>Support secondary schools to deliver Renfrewshire’s digital approach to the SQA Mental Health Award Level 5.</p>	<p>Participating schools effectively deliver the SQA Mental Health Award Level 5.</p> <p>Young people have improved skills and knowledge about mental health and develop positive coping strategies to address mental health concerns.</p>	<p>Number of schools delivering the award and number of young people gaining the award will evidence the positive impact of the support provided.</p>

Curriculum, Learning, Teaching and Assessment

The background features several abstract geometric shapes: a large teal semi-circle at the top left, a purple oval in the center-right, a green triangle at the bottom left, and a pink triangle at the bottom right. A small blue triangle is also visible at the top right corner.

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Create and develop a Renfrewshire Learning, Teaching and Assessment Strategy</p> <p>Throughout session 2024 – 2025 time will be prioritised to ensure the strategic vision and direction of Renfrewshire’s Learning, Teaching and Assessment Strategy is shared and fully understood by all leaders. This will include;</p> <ul style="list-style-type: none"> • Establishing cross sector working groups to support the creation of this strategy • Enhancing and enriching teachers’ professional learning and understanding of the features of highly effective practice in Learning, Teaching and Assessment (LTA) • Development of a fully accessible toolkit to support implementation of the LTA strategy • Introducing a consistent Renfrewshire Standardised Testing approach to support teacher judgement and learner journey at P1, P4, P7, S1 and S3 • Developing a calendar of Career Long Professional Learning (CLPL) for leaders at all levels and producing support materials including assessment exemplars for use in all establishments. 	<p>By June 2025, all staff understand and implement the Renfrewshire Vision for learning, teaching and assessment including expectations in delivering highly effective practice.</p> <p>All staff are empowered and supported to strengthen their practice through collaboration and professional learning.</p> <p>Almost all learners’ experiences improve as the vision for highly effective practice is realised in each establishment.</p> <p>Features of highly effective learning, teaching and assessment are evident in almost all classes visited as part of Renfrewshire’s Quality Improvement Framework.</p> <p>By June 2025 we will have a consistent approach to standardised testing that will support early identification of interventions required, enhanced transition and impact on raising attainment and closing the poverty related attainment gap.</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> <p>School standards and quality reports highlight that professional learning has led to sustained change and positive impact in the classroom.</p> <p>Evaluations post training and at regular intervals with a target group of teachers will demonstrate that for almost all participants the training has:</p> <ul style="list-style-type: none"> • Increased confidence in how to successfully apply their new skills, knowledge and understanding in their teaching and • Increased confidence in evaluating the impact of this teaching on pupil progress and using this to inform next steps in learning. <p>By September 2025 almost all schools evaluate themselves as Good or better for Quality indicator 2.3: learning teaching and assessment.</p> <p>Successful implementation of standardised assessment across all schools.</p> <p>Learning visits as part of the QIF framework will demonstrate the LTA strategy in practice.</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Targeted Schools Programme</p> <p>Introduce and implement a Target School Programme (Phase 2) to raise attainment and close the poverty related attainment gap across all literacy and numeracy measures for children in SIMD 1&2. This will include;</p> <ul style="list-style-type: none"> • Identifying target schools in primary sector through interrogation of data • Deployment of additional staff in primary and secondary schools through the use of Scottish Equity Funding • Providing bespoke support to target schools and CLPL to staff through the engagement of Development Officers, and staff with specialist skills • Monitoring the implementation of baseline assessment and interventions through Development Officer support. 	<p>Primary</p> <p>By June 2025 the poverty related attainment gap will have narrowed to 23.3% points in Literacy and 17.1% in Numeracy.</p> <p>All class teachers in P1, P4 and P7 demonstrate increased confidence in the implementation of both reading and maths recovery programmes including assessment.</p> <p>All target schools access additional support to improve Literacy and Numeracy in P1,4 and 7 bespoke to identified groups of children.</p> <p>A strengthened approach to implementing approaches in Literacy and Numeracy contributes to improvements in almost all learners' experiences and progress.</p> <p>Recovery programmes support targeted groups/ individuals in identified target schools.</p>	<p>Attainment and tracking data will show that almost all targeted CYP are making progress in Literacy and Numeracy with a trend towards closing identified attainment gaps.</p> <p>Primary</p> <ul style="list-style-type: none"> • Overall attainment for Literacy will improve to 79%. • Overall Attainment for Numeracy will improve to 87%. <p>Post programme evaluation survey for all participants.</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Literacy and Numeracy (universal programmes)</p> <p>Deliver a comprehensive core programme of professional learning and targeted interventions across all sectors linked to professional standards and informed by local/national priorities. A universal offer will be in place to ensure programmes are embedded across the curriculum.</p> <p>Training programmes will include:</p> <ul style="list-style-type: none"> • The Primary Literacy Coaching Programme • Raising Attainment in Reading/Dive into Reading • Raising Attainment in Writing/Dive into Writing • Leadership of the Renfrewshire Literacy Approach • An Introduction to the Renfrewshire Literacy Approach (NQTs) • Talk for Writing • Education Scotland’s Early Reading Resource • Playful SEAL -Primary 1 and 2 <p>(continued on next page)</p>	<p>By June 2025, all literacy and numeracy interventions within classrooms contribute to improvements in almost all learners’ experiences and progress.</p> <p>Meaningful evaluation on the impact of professional learning on pupil progress which supports practitioners in planning next steps for learners.</p> <p>Professional learning and targeted interventions contribute to closing the poverty related attainment gap.</p> <p>Numeracy and Literacy Champions build capacity within establishments increasing the confidence, knowledge and skills of staff.</p>	<p>Early Learning and Childcare</p> <ul style="list-style-type: none"> • Number of children ‘demonstrating consistently’ in all milestones for literacy will improve to 73%, up from 71%. • Number of children ‘demonstrating consistently’ in all milestones for numeracy will improve by 10%, currently at 63%. <p>Primary</p> <ul style="list-style-type: none"> • Overall attainment for literacy will improve to 79%. • Overall Attainment for numeracy will improve to 87% across P1,4 and 7. <p>Post programme evaluation survey for all participants, in all sectors.</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>(continued from previous page)</p> <ul style="list-style-type: none"> • Playful SEAL in ELCC • Maths Talks for engagement and retrieval practice. • Renfrewshire Maths Recovery • Place Value Addi/subtraction -1st Level. • Place Value Addi/subtraction -2nd Level. • Multiplication/division -1st Level. • Multiplication/division- 2nd Level. • Fractions- 1st Level. • Fractions/dec./percent. 2nd Level. • Grow your own Modelling and Coaching Officer • 3rd Level Maths Progression planners • Literacy Progression planners • NQT condensed training on- Planners, SEAL, Number Talks and Bar Modelling 		

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Through professional learning, Improving Outcomes for Young People meetings and bespoke approaches, support secondary establishments to raise attainment and achievement, narrow the poverty-related attainment gap and better understand their role in achieving the Local Authority Senior Phase stretch aims.</p> <p>Anti racist education</p> <p>Develop and deliver a programme of Career Long Professional Learning (CLPL) in partnership with WOSDEC for leaders at all levels in raising awareness of whole school approaches to anti racism.</p> <p>Pilot programme involving 2x Primary and 1x secondary school involving children and young people in anti-racist clubs in the school.</p> <p>(continued on next page)</p>	<p>Renfrewshire’s 2024 Senior Phase stretch aims are met or exceeded</p> <ul style="list-style-type: none"> • 1+ Level 5 92.6% • 1+ Level 6 73% <p>Renfrewshire’s PRAG is narrowed in line with the 2024 stretch aim</p> <ul style="list-style-type: none"> • 1+ Level 5 10.4% • 1+ Level 6 27.2% <p>By June 2025, almost all leaders have increased confidence and understanding in delivering an anti-racist curriculum through a whole school approach.</p> <p>By June 2025 almost all CYP in participating schools have developed an understanding of anti-racism through a number of planned discussions, activities and events.</p> <p>(continued on next page)</p>	<p>School and Local Authority performance in key measures including Local Authority Senior Phase stretch aims.</p> <p>Post-training evaluations demonstrate that for almost all participants the training has increased confidence and understanding in delivering an anti-racist curriculum through a whole school approach.</p> <p>A focus group of CYP will be in place to support the work and planning of the local authority (Building Racial Literacy) group.</p> <p>(continued on next page)</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>(continued from previous page)</p> <p>Early Years</p> <p>Continue to evaluate the content and guidance notes for the early level and pre-early level progression tools.</p> <p>Provide a programme of CLPL that will further develop staff's knowledge of the Curriculum for Excellence (CfE), Realising the Ambition (RtA) and effective assessment and moderation.</p> <p>Work collaboratively with Education Scotland, NHS and Educational Psychology to develop a plan that will focus on improving the speech and language development of children.</p> <p>Develop a new framework for Renfrewshire's children aged 0-3 which will maximise their development and support staff in adopting best practice in planning, assessment, recording and reporting.</p> <p>Provide opportunities to develop the leadership skills of 'middle leaders' in our ELC settings.</p> <p>(continued on next page)</p>	<p>(continued from previous page)</p> <p>By June 2025 Early Learning and Childcare (ELC) staff will have increased confidence and competence in:</p> <ul style="list-style-type: none"> • Planning and providing high quality interactions, spaces and experiences for children that are reflective of CfE principles and align with best practice as stated within RtA. • Using a range of assessment approaches and sources of evidence. • Making sound professional judgements about children's progress at pre-early or early level of CfE. • Recording and reporting on children's progress. • Identifying when intervention is necessary and putting in place appropriate arrangements. • Identifying barriers to learning and implementing methods and strategies to remove them. <p>(continued on next page)</p>	<p>(continued from previous page)</p> <p>Pre and post training evaluations of ELC staff including ELC 'middle leaders'.</p> <p>Evaluations from visiting professionals show the effectiveness of support and resources in place for children.</p> <p>Quality Improvement Visits demonstrate:</p> <ul style="list-style-type: none"> • The effectiveness of interactions between children and ELC staff to support learning. • The quality of spaces and experiences provided for children. • The intentional and responsive planning carried out by ELC staff. • The assessment approaches and sources of evidence used by ELC staff to gather information about children. • Arrangements in place for internal and/or external moderation. <p>(continued on next page)</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>(continued from previous page)</p> <p>To continue working collaboratively with the data team to make optimal use of data to identify changes that will produce positive outcomes for children.</p> <p>Progression data will be shared with inclusion officers to ensure that the assessment of needs matrix is robust and used effectively to further improve the transition to P1 for children with additional support needs.</p>	<p>(continued from previous page)</p> <ul style="list-style-type: none"> Using data to plan for children’s next steps in learning and to make improvements to the learning environment. <p>By June 2025 ELC ‘middle leaders’ will have increased knowledge about pedagogical leadership and evidence-based practice and their role within it.</p> <p>By June 2025 an increased number of children ‘demonstrating consistently’ in all milestones contained with Literacy, Numeracy and Health and Wellbeing.</p> <p>By June 2025 children have acquired more skills related to their expressive and receptive language.</p> <p>Children with additional support needs are effectively supported as they transition from Early Years to P1.</p> <p>Progression data will be shared with inclusion officers to ensure that the assessment of needs matrix is robust and used effectively to further improve the transition to P1 for children with additional support needs.</p> <p>By June 2026 an increased number of children in P1 will have achieved early level in Literacy, Numeracy and Health and Wellbeing.</p>	<p>(continued from previous page)</p> <p>Analysis of progression tool data on children’s progress at early level and/or pre-pre-early level within literacy, numeracy and health and well-being:</p> <ul style="list-style-type: none"> Literacy will improve to 73%, up from 71%. Numeracy will improve to 65% up from 63%. Health and Wellbeing will improve to 78% up from 75%. <p>Analysis of additional data gathered in relation to children’s speech and language development.</p> <p>Feedback from school staff on quality of progression tool data provided for children entering P1.</p> <p>Data analysis of correlation between children achieving early level at end of P1 and progress in ELC.</p> <p>Evaluation of the reliability and validity of progression tool data with the inclusion team.</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Broad General Education (BGE) /Senior Phase Curriculum Development</p> <p>Continue the development of the senior phase including extending opportunities for achievement through the Scottish Credit & Qualifications Framework (SCQF).</p> <p>Provide opportunities for school staff to work collaboratively to explore and develop a refreshed BGE curriculum offer.</p> <p>Implement a refreshed DYW Work Placement model across all secondary schools to include meaningful school/employer partnerships which will enhance the curriculum offer.</p>	<p>A strengthened senior phase curriculum will equip all young people with the confidence, knowledge, skills and experience to achieve their full potential and the widest range of curriculum pathways.</p> <p>A refreshed BGE curriculum offer in place that is coherent, flexible and responsive to meet the needs of individual learners.</p> <p>School curriculum rationales will be ambitious and reflect emerging national expectations.</p> <p>By June 2025, we have ensured that young people in Quintile 1 will have the opportunity to access appropriate work placements in line with chosen career pathways and will be supported to secure and sustain a positive destination.</p> <p>All secondary schools will have identified business/employer links who are making valuable contributions to the curriculum.</p>	<p>The number of opportunities for Head Teachers to explore visions and principles for future practice will be increased.</p> <p>Evidence of increased awareness and forward planning gathered through Quality Improvement visits.</p> <p>By June 2025 we will increase the range of awards and qualifications available in the senior phase to ensure a valuable learning experience for all young people.</p> <p>Learner participation consultation and self-evaluation will identify improvements in the development of the BGE curriculum and identify further areas for improvement.</p> <p>Work placement data on RUBI and WorkIT will be evaluated to evidence improved engagement with relevant opportunities.</p> <p>Evaluation of employability mentoring through the Career Ready Programme.</p> <p>Mapping exercise completed to ensure employer links are robust across all secondary schools.</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Developing the Young Work Force</p> <p>Implement Renfrewshire Future Pathways as the authority employability strategy to deliver 100% positive destinations by 2028.</p>	<p>There will be:</p> <ul style="list-style-type: none"> • Structured systems and processes in all schools to support positive destinations as per the Future Pathways Meetings guidelines • widening access strategies to support Quintile 1 young people into higher and further education • Business partnerships to support young people with employability skills <p>There will be an ongoing strengthened framework of support with Skills Development Scotland (SDS) and Invest Renfrewshire to ensure all young people are supported to enter and sustain positive destinations.</p>	<p>100% of young people will enter a positive destination.</p> <p>Increased % 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 – 95.2% of young people will sustain positive destination.</p> <p>Evaluation carried out with focused groups of learners across all secondary schools to ensure curricular pathways are appropriate.</p> <p>Analysis of school curriculum will evidence an increase in the range and number of qualifications 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 and destinations.</p> <p>Monthly SDS data checks and use of the SDS Participation Portal to evidence supports/ interventions in place for senior phase YP and their intended post school pathway.</p>

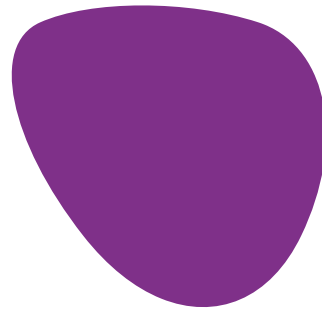
Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Widen Access and Participation to Further/Higher Education (FE/HE)</p> <p>Partnership working with further/higher education institutions to increase the number of opportunities available for young people to access appropriate, sustained pathways.</p> <p>Foundation Apprenticeships will be promoted and developed in key employability areas.</p>	<p>Initial destination figure reflects an increase in the number of young people accessing FE/HE pathways.</p> <p>Young people access a wide range of vocational learning opportunities, experiences and qualifications linked to growth employment sectors and sectors with predicted skills shortages.</p> <p>PT College Pathways support young people to access and sustain positive pathways.</p> <p>All Foundation Apprenticeships are successfully completed in key employability areas.</p>	<p>Sustained follow up figures will show an increase in the number of young people were initially in FE/HE placements maintaining positive destinations at follow up. Increase sustained follow up figure to ensure 97% will remain in a positive destination.</p> <p>Evaluation completed on the impact of PT College Pathways post and the impact on initial and sustained destination figures.</p> <p>Foundation Apprenticeships will have a 100% completion rate - 58 in session 2024/25.</p>

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Young Leaders of Learning (YLL)</p> <p>Engage further with children and young people to listen to their views about how to improve our schools and their experiences. Schools participating in this programme will be supporting their own self-evaluation and school improvement activities by involving learners in the process.</p> <p>This programme will include:</p> <ul style="list-style-type: none"> • Professional learning for staff and pupils • Use of HIGIOURS to identify a theme to be explored by school pairings • Reciprocal school visits by pupils • Development of a pupil action plan to lead change in their own school <p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26.</p>	<p>By Aug 2025:</p> <p>We have an improved structure for the inclusion of learner voice into our self-evaluation processes.</p> <p>Young Leaders have improved leadership skills and are driving forward improvement in their own school through an action plan developed by them.</p> <p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</p> <p>Young Leaders will enhance a range of skills including:</p> <ul style="list-style-type: none"> • Communication • Teamwork • Resilience • Time keeping • Organisation • Social skills <p>Enhanced relationships between partner schools will allow:</p> <ul style="list-style-type: none"> • Further sharing of good practice • More collaborative opportunities such as moderation • Increased opportunities for the Young Leaders of Learning. 	<p>Local authority staff and learner pre & post YLL programme evaluation demonstrates improvement in:</p> <ul style="list-style-type: none"> • Pupil leadership skills and use of evaluative language • Collaboration and sharing good practice with other schools. <p>Development and progress in school action plans following reciprocal visits.</p> <p>Progress reported by YLLs in June 2025 school Standards & Quality reports.</p> <p>School Improvement Plans 2025-26 detail how YLL programme will be further developed in each participating school – this information will be provided by the YLL themselves.</p>

Appendix



Appendix 1

Stretch aims

Measure	Type	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022 (Baseline)	2022/ 2023	2023/ 2024	Target- 2023/ 2024	Difference to Target	Difference to Baseline
% primary pupils achieving expected level in literacy	Core	76%	76%	-	70%	72%	74%	76%	77%	-0.6%	5%
% primary pupils achieving expected level in numeracy	Core	83%	84%	-	80%	81%	83%	84%	85%	-1.2%	2%
% P1 pupils achieving expected level in writing	Core +	83%	83%	-	78%	81%	81%	83%	83%	-0.4%	2%
% P4 pupils achieving expected level in writing	Core +	77%	76%	-	70%	69%	74%	76%	77%	-0.9%	7%
% P7 pupils achieving expected level in writing	Core +	76%	76%	-	70%	73%	74%	77%	76%	1.2%	4%
% 16-19 olds participating in education, employment or training	Core	91.6%	91.7%	92.4%	93.0%	93.3%	92.8%	-	95.0%	-	-
% leavers achieving 1 or more pass at SCQF level 5 (All SCQF)	Core	90.0%	91.4%	92.6%	93.4%	91.5%	90.9%	-	92.6%	-	-
% leavers achieving 1 or more pass at SCQF level 6 (All SCQF)	Core	69.1%	69.7%	71.4%	77.1%	72.9%	70.5%	-	73.0%	-	-

For further information, please contact
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