



Education Improvement Plan

2020/21



Renfrewshire
Council



Contents

- Introduction 5
- Renfrewshire's Council Plan 2017–2027..... 6
- Education Improvement Plan Priorities**
- Priority 1 8
- Priority 2..... 12
- Priority 3..... 16
- Priority 4 20

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.

Introduction

This Education Improvement Plan incorporates our recovery plan in response to the Co-Vid 19 pandemic, as well as looking beyond that to our improvement priorities for the coming session. Our plan 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.

The main objective of the recovery phase is to support the safety, wellbeing, resilience and successful transition back into establishments for all staff, children and young people. Extensive contingency planning has already taken place to develop our blended learning model which is ready and in place should it be required. We have already captured lessons learned during the remote learning period and are planning how to capitalise on the improved skills of staff, children and families in the use of digital platforms to enhance learning and teaching.

Our plan focusses on four main priority areas; learning and teaching; health and wellbeing; leadership at all levels and employability skills leading to sustained positive destinations for all young people. These directly align to Scotland's

national priorities for education. A strong focus on health and wellbeing is required to support staff and children to recover and to mitigate against any negative effects of lockdown. We will continue to use universal approaches to raise attainment for all, alongside targeted interventions to close the poverty-related attainment gap. This gap will undoubtedly have widened for some children and young people during school closures, so we will work quickly to assess needs and to provide targeted support where it is required.

As a result of our careful and considered planning, which has been informed by a variety of audit material, including feedback from staff, children and parents/carers, we will continue to get it right for children, families and communities across Renfrewshire. Our children and young people have shown incredible resilience and patience throughout the school closure period and we are delighted to have welcomed them back to their schools and early years centres. We have every confidence that the strategic recovery and improvement plan that we have in place will support establishments across Renfrewshire to build back better with a strong emphasis on the health and wellbeing of children and young people, staff and families.



Councillor Jim Paterson

Convener Education and Children's Services

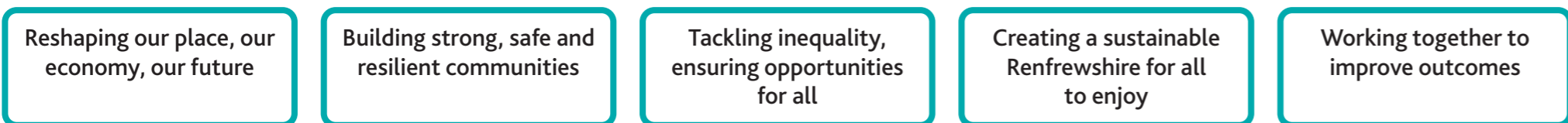


Steven Quinn

Director Children's Services

Renfrewshire's Council Plan 2017–2027

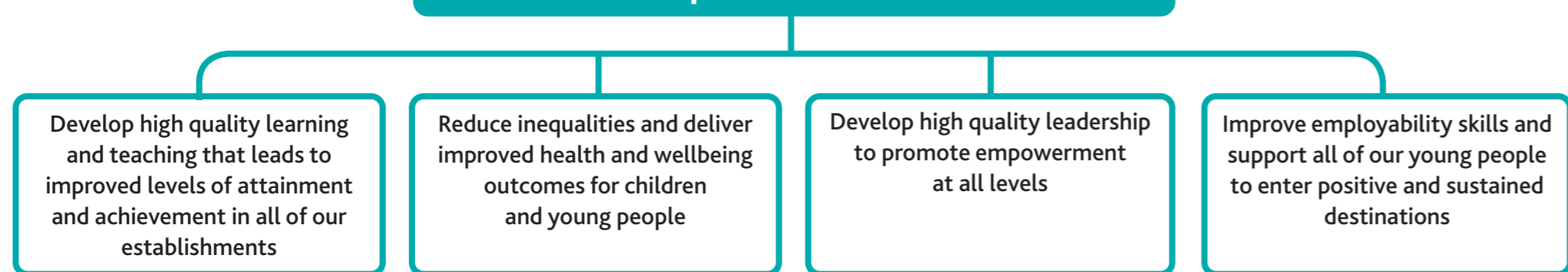
Working together for a thriving and connected Renfrewshire, creating opportunities for all



Children's Services Vision

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

Education Improvement Plan Priorities



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.

Four Priorities

- 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

Renfrewshire's Education Improvement Plan

This Education Improvement Plan supports delivery of the priorities contained within Renfrewshire's Community Plan, Council Plan and the Children's Services Improvement Plan. It also aligns perfectly with the National Improvement Priorities for education and our local education recovery plan. It is organised under our 4 improvement priorities and details the expected outcome and impact, alongside how we will measure if we have been successful, and the actions we will take to bring about improvement.

Following a lengthy period of schools closures, it is important that there is strengthened emphasis on health and wellbeing; this is reflected in our plan. During the recovery period, our priority in the first instance is to support the safety, wellbeing, resilience and successful transition back into establishments for all children and young people with particular emphasis on our most vulnerable children.



PRIORITY 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

NIF Priorities

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

NIF Drivers

- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Performance Information

What is the expected Outcome/Impact?

- Improved monitoring and support for all care experienced children and young people (CYP) leads to improved attendance, engagement and attainment. All CYP feel supported.
- Almost all practitioners have increased skill and knowledge, and evidence in their practice, a range of targeted, evidence-based pedagogies in literacy and numeracy.
- All practitioners use effective approaches to differentiation to raise attainment in literacy and numeracy.
- Attainment in literacy and numeracy improves with evidence of closing the poverty-related attainment gap and/or narrowing of any new gaps due to school closures.
- All CYP and schools have access to hardware, wifi and well-researched digital platforms/software to ensure equity and improve outcomes.
- Almost all practitioners have improved skills and increased confidence in using digital tools to enhance learning, teaching and parental engagement.
- Creative use of various digital platforms strengthens family learning in almost all establishments.
- CYP in the target groups (new P1s, new S1s, ASN, school leavers) successfully transition to new establishments, feel safe, confident, engaged in their new surroundings and have improved attainment in their target literacy and numeracy indicators.
- Targeted families have improved knowledge, understanding and confidence to engage with their children's learning across transition.
- Almost all practitioners confidently use relevant data and evidence to support recovery planning.
- Early Years staff are highly skilled, knowledgeable and are effectively supporting children in their learning and development. Quality is at the heart of service delivery to improve outcomes for children.
- Effective practice is shared and used to improve quality across all Renfrewshire early years establishments.
- Robust tracking and monitoring systems meet the needs of children and families within early years settings.
- Establishments are supported and challenged to improve through continued use of our robust Quality Improvement Framework.
- Almost all practitioners are knowledgeable and understand what is needed to improve attendance and engagement—changes in culture, practice, systems and policy—leading to better outcomes for target CYP.

What information/data will we gather to measure progress and impact?

- Increased attendance and attainment of all care experienced CYP.
- Almost all care experienced CYP report that supports meet their needs.
- Information collated from Quality Improvement (QI) visits evidence supports provided for care experienced CYP.
- Pre and post professional learning surveys demonstrate that almost all staff have increased knowledge and confidence in applying concepts and skills in their planning, learning, teaching and assessment.
- Attainment and tracking data shows that almost all targeted CYP are making progress in literacy and numeracy with a trend towards closing identified attainment gaps.
- Improved literacy and numeracy attainment throughout the BGE.
- Improved attainment in the Senior Phase.
- Improved leaver destinations—target 95% or better.
- Almost all establishments evaluated as 'good' or better for learning, teaching and assessment—target 91% and raising attainment and achievement—target 95%
- QI visits and focus groups of CYP and staff demonstrate the impact of a wide range of professional learning on practice in almost all classes.
- Improved attainment, engagement and Leuven's scale scores for all children targeted for transition support.
- All targeted families report increased confidence about their child's transition and have improved knowledge and understanding to support their child's learning.
- Almost all eligible children experience 1140 hours—target 95% (subject to completion of infrastructure work).
- Almost all ELC establishments' Care Inspectorate reports will be graded 'good' or better in all measures
 - % attendance rates
 - Primary target 95% or better
 - Secondary target 90.7% or better
 - Exclusion rates (Rate per 1000 pupils)
 - Primary target 7.5
 - Secondary target 39.6

What do we intend to do to bring about improvement?

- Continue to support establishments to narrow the gap for disadvantaged groups.
- Provide enhanced support to care experienced CYP through a virtual school approach, family support service, leadership development and a bespoke attainment mentoring programme.
- In partnership with the University of Strathclyde, Winning Scotland and Stanford University, support establishments, in the recovery period and beyond, through provision of high quality professional learning for staff at all levels, based on evidence-based approaches.
- Continue to participate in school, cluster, and regional moderation and pilot engagement with the West Partnership moderation portal.
- Provide quality professional learning for practitioners on an equitable approach to differentiation to support the recovery curriculum.
- Develop and pilot guidance and professional learning on early years approaches to responsive and intentional learning, using play based pedagogy.
- Develop a flexible, layered and empowered Renfrewshire approach to digital learning through our 3-year Digital Plan – Assess, Build, Innovate. Provide professional learning on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.
- Extend and embed our collaborative targeted support offer to children, young people and families at key transitions to close the attainment and achievement gap.
- Support schools to capture relevant data within recovery planning to improve outcomes for children and young people.
- Continue to provide professional learning support through the Dive into Data programme in primary and expand this training into secondary sector.
- Rollout Power BI platform through Teams/Sharepoint within Attainment Challenge teams to improve access to data.
- Improve early level monitoring and tracking through the development of a tracking framework for early years.
- Continue to work towards providing 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire
- Amend and develop the Quality Improvement Framework, to align with recovery planning processes and to promote empowerment and greater collaboration between establishments.
- Provide high quality professional learning to support schools to improve attendance and engagement following the extended period of school closures.



PRIORITY 2

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

NIF Priorities

- Improvement in children and young people's health and wellbeing

NIF Drivers

- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Parental Engagement

What is the expected Outcome/Impact?

- A sustainable approach to nurturing relationships is in place across all educational establishments.
- All practitioners are confident in applying Renfrewshire's Nurturing Relationships Approach (RNRA) in their practice.
- Increased levels of wellbeing are evident in all children and young people.
- All practitioners have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing and that of CYP.
- All CYP have increased knowledge and understanding of the mental and emotional wellbeing supports available to them and access these as required.
- All CYP requiring specialist HWB services e.g. Counselling, receive timely support to cope with issues and build resilience.
- Almost all practitioners use evidence-based programmes and approaches in the learning and teaching of mental, emotional and social wellbeing.
- Progressive and relevant Personal and Social Education (PSE) programmes are in place across all establishments ensuring consistency of learning experiences and reflecting the views and needs of CYP.
- All leaders participate in Locality Inclusion Support Networks (LISN) and are supported by peers to promote inclusion and address the social, emotional and behavioural needs of identified children and young people.
- Local Additional Support Needs (ASN) processes are clear, equitable and consistently applied by establishments. Best value is achieved and demonstrated. Revised terms of reference take account of national ASL review recommendations.
- All practitioners understand and are clear about how to respond to the distressed behaviour of CYP.
- All families feel supported in home-school relationships, engagement, family learning and learning at home.
- All secondary schools deliver Parent in Partnership (PIP) programmes that ensure provision is responsive to the needs of the families. Programmes successfully reduce the anxiety and concerns of targeted families around transition to secondary.
- Within the Parent Ambassador programme, an increasing number of parents have a voice and their contributions are highly valued.
- All families participating in family learning projects have increased confidence in supporting their child in literacy and numeracy through quality play and learning activities.

What information/data will we gather to measure progress and impact?

- Almost all establishments evaluated as 'good' or better for ensuring wellbeing, equality and inclusion (QI 3.1).
- RNRA is embedded in all education establishments.
- Over 90% of establishments achieve RNRA accreditation.
- Establishments' RNRA Action Plans, PDSA (Plan Do Study Act) Records and Phase implementation monitoring will demonstrate that all establishments are on track.
- Pre and post professional learning surveys demonstrate that almost all staff have increased knowledge and confidence in applying nurture principles in practice.
- Personal and Social Education (PSE) Framework is finalised and disseminated effectively across establishments.
- Monitoring of social media channels e.g. HWB Blog and Twitter page will evidence that central support is valued by practitioners.
- Qualitative and quantitative information received from partners will show that almost all participating CYP successfully engage in HWB programmes.
- National HWB census results will be analysed and used to establish a baseline to inform planning.
- % of Counselling service referrals and qualitative information will highlight the positive impact of the service on CYP's mental health and wellbeing.
- QI visits and focus groups of CYP and staff will demonstrate the positive impact of HWB professional learning and programmes on emotional literacy.
- Increase in number of schools achieving LGBT Charter Mark.
- Evaluative evidence will demonstrate the impact of projects, approaches and initiatives e.g. ASN Review, LISN, MVP, Early Action System Change and Barnardo's projects.
- Qualitative feedback and % families engaging with PIP, Pizza Family Learning, Parent Ambassadors and online support hub, highlight the positive impact of the programme on CYP and families.

What do we intend to do to bring about improvement?

- Continue to embed RNRA and build sustainability across all educational establishments through development of leadership training and Training for Trainers.
- Provide professional learning, helpline and resources to support establishments to recover: RNRA Build Back Better Resources; Skills for Recovery; and Seasons for Growth.
- Continue to develop Non Violent Resistance (NVR) approaches to support CYP and families.
- Extend Mentors in Violence Prevention (MVP) programme across additional secondary schools.
- Extend implementation of emotional literacy programmes in targeted early years centres, primaries and all secondaries through high quality professional learning and evidence-based approaches (e.g. Living Life To The Full and PATHS)
- Finalise Renfrewshire's PSE Framework in collaboration with young people, staff and the West Partnership.
- Provide high quality professional learning and resources, to support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing e.g. mentally healthy schools, LGBTI, substance misuse, relationships, sexual health, understanding self-harm and suicide.
- Implement the national Health and Wellbeing census and collaborate with the West Partnership to use the results to inform improvement.
- Coordinate the delivery of counselling services (Therapeutic Counselling Services and Place2Be) across primary, secondary and ASN schools.
- Revise Additional Support Needs (ASN) systems and refocus Home Link service and processes in light of the education recovery plan.
- Resume ASN review to incorporate recommendations from the national ASL review. Embed the LISN approach within the delivery model for implementation of the ASN review.
- Launch revised promoting positive relationships policy and implement across all establishments, supported by appropriate training.
- Implement a revised Parental Engagement Professional Learning framework which takes account of digital learning. Develop a 'Walking Together with Parents in Renfrewshire' support Hub for parents and multi-agency staff.
- Encourage and support active collaboration and engagement with parents and families to support their child's learning e.g. extend Pizza Reading/ Maths.
- Extend and embed a collaborative targeted PIP programme.
- Continue to collaborate with Barnardo's and the Early Action System Change Co-Design Commission to bring about systems change in areas of mental health and coercive control.



PRIORITY 3

Develop high quality leadership to promote empowerment at all levels

NIF Priorities

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

NIF Drivers

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement

What is the expected Outcome/Impact?

- Leadership capacity is enhanced and increased at middle and senior management levels across all sectors.
- All Heads feel valued and supported to carry out their role with confidence and competence.
- Deputes support empowered school leadership and are collegiate and collaborative.
- All participants in the coaching programme have enhanced knowledge and understanding of leadership and management and improved skills in coaching and mentoring to further support others in their school.
- Early Learning and Childcare (ELC) leaders are empowered and have increased skills and knowledge to lead and develop their services.
- ELC practitioners have increased understanding of pedagogical approaches across theoretical thinking which informs individual establishments curriculum design and practice.
- All Newly Qualified Teachers (NQTs) are well supported to carry out their role. All NQTs are recommended for full GTCS registration. Renfrewshire retain the very best NQTs through competitive interview.
- A community of practitioners share effective pedagogy and deliver creative teaching approaches in primary three and beyond. Learning environments are enhanced and there is increased involvement of children in planning their own learning.
- Targeted young people develop leadership capacity, self-confidence and skills including resilience, team working, decision making and independence.
- Central staff and establishment senior leaders, alongside colleagues from across the West Partnership (WP), enhance leadership capacity, improve approaches to learning and teaching and promote empowerment, excellence and equity through shared professional learning opportunities.
- Almost all teachers trained in a modern language have increased knowledge and are confident in their teaching.
- CYP are more confident and engaged in language learning.
- All Heads have flexibility to make decisions about staffing and leadership structures in their schools to best support improving outcomes for children and young people.

What information/data will we gather to measure progress and impact?

- Almost all establishments evaluated as 'good' or better for leadership of change—target 93%.
- Participant numbers and qualitative feedback on course content reflects its relevance, quality and ability to meet stated aims.
- Evaluative evidence, quality assurance processes and qualitative feedback demonstrates participants' increased knowledge, understanding and application of skills in practice.
- Increased numbers of participants attain promoted posts.
- QI visit feedback indicates all of our Heads feel valued and supported to Build their schools Back Better.
- Almost all ELC establishments' Care Inspectorate reports will be graded 'good' or better in all measures.
- Qualitative feedback from ELC practitioners and evaluative evidence from Strathclyde University indicates the positive impact of professional learning on almost all participants.
- Increased numbers of successful NQT recommendations for full registration.
- Staff observations (school and CANI) and CANI Pupil Leadership Programme pre and post pupil survey questionnaires evidence the positive impact on all participating young people.
- West Partnership Pre and post professional learning questionnaires indicate a positive impact on knowledge and understanding across a range of subjects, leadership capacity, and collaboration across local authorities.
- Annual audit of languages provision will indicate an increase in the number of schools providing full entitlement to a second and third language.
- Monitoring of management capacity and structures and data related to staffing appointments evidence empowerment.

What do we intend to do to bring about improvement?

- Continue to support those aspiring to formal leadership roles through the delivery of high-quality programmes.
- In partnership with Drummond International, deliver a bespoke programme which supports the mental health and wellbeing of our most senior leaders as we Build Back Better during the recovery period.
- Facilitate Learning Sets for Deputies from across sectors to further empower them to work in more collegiate and collaborative ways.
- Provide a high-quality leadership induction programme for new Early Learning and Childcare (ELC) Deputies and Seniors to strengthen leadership qualities and support high quality teaching and learning.
- Continue to roll out the leadership programme for ELC Heads, Deputies and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements. Revise and update the ELC 'Grow your own plan'.
- In partnership with Strathclyde University, deliver high quality professional learning for Early Years (EY) graduates.
- Provide the opportunity to participate in 1:1 bespoke coaching programme to a further group of senior leaders.
- Continue to provide a package of high-quality professional learning and support for our NQTs.
- In partnership with Strathclyde University, building on previous work, 'Exploring Pedagogy in primary 1', deliver a training programme to primary 3 staff.
- Continue to support our schools to develop leadership skills in young people.
- Continue to provide high quality professional learning for central staff and senior leaders in establishments in collaboration with other local authorities across the West Partnership (WP): Pilot a cross authority Head Teacher Action Learning Set and develop a WP Head Teacher Induction Programme. Expand the WP Improvement Through Empowerment programme to further groups of Heads.
- Support development of a second language (L2) and a third language (L3) to enable full implementation of the Scottish Government 'Language Learning in Scotland 1+2 approach'. Provide language assistants to increase engagement of CYP with languages.
- Further empower Head Teachers to design and determine the leadership capacity and structure within their schools. Conduct a review and revision of Devolved School Management (DSM) to promote and progress self-evaluation for empowerment.



PRIORITY 4

Improve employability skills and support all of our young people to enter positive and sustained destinations

NIF Priorities

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Drivers

- Assessment of Children's Progress
- School Improvement

What is the expected Outcome/Impact?

- All children and young people are equipped with the skills required to meet the needs of employers.
- Our Senior Phase curriculum ensures that all young people are supported to choose appropriate pathways and achieve a range of qualifications and personal achievement awards.
- All young people benefit from a senior phase that offers increased flexibility and have their chosen curriculum needs met.
- All staff are confident and knowledgeable in delivering the Career Education Standard 3-18.
- All school leavers are well-supported and move into positive and sustained destinations.
- All participating practitioners are more confident and skilled in the teaching of STEM. Children and young people benefit from enhanced and more skilled learning and teaching.
- Studio-Based Pedagogy is further developed and becomes integrated across a broader range of disciplines within participating secondary schools. Young people build confidence and growth mindsets leading to raised attainment.



What information/data will we gather to measure progress and impact?

- Improved leaver destinations—target 96%.
- Improved attainment in the BGE.
- Improved attainment in the Senior Phase.
- Improved uptake and retention rates.
- Increased engagement between schools and employers/businesses.
- QI visits and focus groups of CYP and staff will demonstrate the impact of training on learning and teaching and skills development in almost all classes.
- An increase in the range, and number, of qualifications which young people are achieving including personal achievement awards and those offered by awarding bodies other than SQA.
- Tracking and monitoring information related to school leavers demonstrates the high level of scrutiny and support provided.
- Monthly Skills Development Scotland (SDS) data checks and use of the SDS 16+ Data Hub demonstrates the supports/interventions in place for senior YP and their intended post school pathway.
- Increased delivery of Career Education Standard in schools evidenced through school documentation and QI visits.
- Evaluative evidence from partners and employers is used to ascertain the effectiveness of school programmes and preparedness for world of work.
- Work placement data will evidence the range of relevant opportunities provided for young people.
- Pre and post professional learning STEM evaluations will evidence the increased confidence of primary practitioners.
- School and Glasgow School of Art Improvement Plans and evaluative feedback demonstrate a commitment to further developing studio-based pedagogy and enhanced staff knowledge and understanding.

What do we intend to do to bring about improvement?

- Revisit the Developing Scotland's Young Workforce report with schools and partners to ensure children and young people are being equipped with the skills required to meet the needs of employers.
- Implement a revised senior phase offer which ensures appropriate pathways for all young people.
- Revisit existing consortium arrangements to include the introduction of online approaches.
- Ensure that all schools and partner agencies (SDS and Invest) have systems in place to implement the revised expectations for tracking and supporting young people into positive and sustained destinations post school.
- Working in partnership with SDS, offer bespoke sessions to schools on the delivery of the Career Education Standard 3-18.
- Begin phased rollout of partnership work with Career Ready Scotland, offering mentoring and work experience placements for identified young people in 3 secondary schools.
- In partnership with West College, further develop the model of joint school and college based vocational delivery in Construction.
- Continue to engage with businesses, local employers and Further Education partners to provide placements, events, visits and qualifications for young people.
- Development Officer for Engaging Learners will continue to work with partners to support and mentor school leavers onto positive and sustained destinations.
- Launch and implement final Renfrewshire STEM Action Plan.
- In partnership with the Wood Foundation and Education Scotland, participate in the RAiSE programme to increase primary practitioner confidence in the teaching of STEM.
- Continue to support the established partnership between Glasgow School of Art and Castlehead High to further develop creative approaches to curriculum delivery.



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



Renfrewshire
Council