



Education Improvement Plan

2021/22



Renfrewshire
Council



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Introduction

Renfrewshire’s Education Improvement Plan for session 2021/22 focusses on recovery, renewal and improvement. 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.

We are mindful of the impact of the Covid pandemic on children, families and staff and in particular our most vulnerable. Our Education Improvement Plan sets out where we want to improve and how we want to do that, based on the evidence we have gathered on our current performance. This range of evidence includes our Standards and Quality report on the improvements we set out to achieve in our previous plan, self-evaluation activity across the service, feedback from stakeholders, our Quality Improvement visits and improvement processes. This process has ensured that our plan reflects where our schools and stakeholders wish to see improvement, is based on evaluation of current performance, and is focussed on building on our culture of empowerment and collaboration.

As part of the West Partnership regional improvement collaborative, we will continue to benefit from the many opportunities provided to work collaboratively and in a true spirit of cooperation towards the Partnership’s vision of equity, excellence and empowerment.

Our plan continues to focus 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. We recognise that continued emphasis on health and wellbeing is required to support staff, children and young people 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 with a renewed focus on narrowing of the poverty-related attainment gap and addressing any widening of inequalities of outcome experienced by children and young people.



Councillor Jim Paterson

Convener Education
and Children’s Services



Steven Quinn

Director Children’s Services

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's Council Plan 2017–2027

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

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all to enjoy

Working together to improve outcomes

Children's Services Vision

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

Education Improvement Plan Priorities

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

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

Develop high quality leadership to promote empowerment at all levels

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

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 key plans such as Renfrewshire's Community Plan, Council Plan, Children's Services Partnership Plan and Children's Services Improvement Plan. It also aligns perfectly with the National Improvement Priorities for education as well as other relevant policy drivers such as the recently published OECD report on 'Scotland's Curriculum for Excellence'. Our plan 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.





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?

By June 2022:

- Improved monitoring and support for all care experienced children and young people (CYP) leads to improved attendance, engagement and attainment. All identified CYP feel supported.
- Almost all practitioners have increased skill and knowledge, and evidence in their practice, a range of universal and targeted, evidence-based pedagogies in literacy and numeracy.
- Almost all practitioners demonstrate increased, knowledge, skill and confidence in teaching reading and writing.
- All participating classroom assistants have increased expertise, knowledge and confidence in supporting children in literacy.
- All practitioners trained in Limitless Learning in Mathematics, align pedagogy with the principles of Growth Mindset as well as the three-domain model. Maths anxiety in participating classrooms reduces compared to data from last year.
- The majority of targeted schools participate in extended numeracy professional learning programmes leading to improved attainment in numeracy.
- Modelling and Coaching Officers (MCOs) provide bespoke support to target schools leading to staff having greater knowledge and skills in delivering numeracy using effective pedagogy.
- All practitioners use effective approaches to differentiation to raise attainment in literacy and numeracy.

What do we intend to do to bring about improvement?

- Provide enhanced support to care experienced CYP to deliver on 'The Promise' through a variety of projects including our Aberlour Attain mentoring programme, family support service (SPACE team), extra-curricular opportunities and a virtual school approach. Recruit a 'Promise Ambassador' to drive forward Renfrewshire's Promise plan.
- Using Achievement of a Level data collected in June 2021, identify schools impacted most negatively by the pandemic and provide a package of targeted bespoke support in literacy, numeracy, differentiation, parental engagement and digital learning. The Attainment Advisor, Development Officers, Education Managers, Modelling and Coaching Officers and Transition Teachers will support this work.
- Continue to provide high quality professional learning to staff at all levels, based on evidence-based approaches, to raise attainment in literacy and close identified gaps in attainment.
- Introduce programmes of professional learning in high quality teaching of phonics linked to the Renfrewshire Literacy Approach and development of early reading skills, and the Talk for Writing approach.
- Work with practitioners across primary and secondary establishments to further develop the Dive into Reading and Writing approaches ensuring consistency, clear progression and avoiding overlap.
- In partnership with the University of Strathclyde, deliver the remainder of our programme of professional learning for classroom assistants and devise an ongoing, comprehensive programme of professional learning for support staff based on local and national priorities and areas identified via staff consultation.

What is the expected Outcome/Impact?

- Attainment in literacy and numeracy improves for almost all CYP with evidence of narrowing the poverty-related attainment gaps which have widened due to lockdowns.
- Almost all staff in the authority undertake some form of professional learning in numeracy and mathematics.
- Almost all establishments engage with Digital Learning Team—universal and/or bespoke support. Most practitioners have improved skills and increased confidence in using digital tools to enhance learning and teaching.

What do we intend to do to bring about improvement?

- In partnership with the Scottish Book Trust, introduce a programme of professional learning, to support the implementation of Dolly Parton's Imagination Library and pilot the Reading Schools Award in targeted early years settings.
- Continue to work with our colleagues in Educational Psychology to revise current procedures for the identification of young people with specific literacy difficulties and provide a range of professional learning and resources to support practitioners.
- Revisit and refresh the content of the Limitless Learning programme in partnership with Winning Scotland. Deliver through a hybrid of online modules, live online webinars and face-to-face sessions.
- Deliver extended training programme on using the Maths Recovery framework to upskill practitioners in identifying and addressing gaps in numeracy and mathematics.
- Deliver an in-house programme of professional learning in effective pedagogy including: Numbertalks, using C-P-A strategies, Bar Modelling, S.E.A.L and Teaching for Understanding in N5 and Higher
- Use the practitioner enquiry model to ensure that professional learning has a measurable and sustained impact on learners as well as practitioners.
- Provide high quality professional learning in differentiation to targeted schools.



What is the expected Outcome/Impact?

- Increased number of schools achieve Digital Schools Scotland Award (DSA) and Cyber Resilience-Internet Safety (CR-IS).
- Creative use of various digital platforms strengthens family learning and parental engagement in almost all targeted establishments.
- All Primaries/ELCCs surveyed and access and wi-fi gaps identified. Targeted establishments upgraded to Comms World line, giving 10x faster broadband.
- To ensure equity and enhance learning and teaching, all Secondary young people have access to devices as and when required. All Primary children have 1:4 ratio or better for access to devices and wifi.

What do we intend to do to bring about improvement?

- Implement Year 2 of our 5-year Digital Plan—Assess, Build, Innovate. Provide universal, targeted and bespoke professional learning on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.
- Support schools, via Digital Learning Champions, to achieve DSA and/or CR-IS.
- Carry out a sample of themed Digital Learning visits across establishments to: gather examples of effective practice to share more widely; evaluate effectiveness of our DL plan and identify areas for improvement/support.
- Carry out wi-fi surveys in all Primary and Early Learning and Childcare Centres. Work with partners to plan and implement the upgrade requirements.
- Work with Scottish Government to implement the roll-out of digital devices across establishments.
- Provide targeted family digital learning activities including basic skills and Cyber Resilience-Internet Safety (CR-IS) training.
- Digital Learning Team will provide universal and bespoke professional learning to schools and partners on using digital tools and platforms to strengthen parental engagement and accessibility. These will include using Glow blogs, using Sway to provide virtual updates and using forms for parental surveys.

What is the expected Outcome/Impact?

- Almost all children and young people supported by the Transition team, successfully transition to new establishments and demonstrate improved confidence in identified areas of literacy and numeracy.
- Most P7/S1 staff engaged with the Transitions team have improved knowledge and skills in inclusive/ targeted literacy and numeracy pedagogies which support seamless learning transition and this is demonstrated in their practice.
- All staff working with children with ASN, who have engaged in West Partnership professional learning, have enhanced knowledge of strategies to effectively support them to formatively assess. They use evidence of learning to adapt teaching and meet the needs of all CYP.
- All staff participating in 'Enquiry Based Learning in P3' provide enhanced learning environments and demonstrate increased involvement of children in planning their own learning.
- Almost all practitioners confidently use relevant data and evidence to support recovery planning.
- All Head Teachers engage with data analysis support and report increased confidence in data use. Increased number of class teachers engage with live and online resources.
- Accessibility of tracking data in secondary is improved following PowerBI rollout throughout the 2021-22 session.

What do we intend to do to bring about improvement?

- Extend and embed our collaborative targeted support offer to children, young people and families at key transitions to close the attainment and achievement gap.
- Work with West Partnership to provide high quality professional learning for ASN staff on moderation, planning for assessment through collaboration, and bundling experiences and outcomes.
- In partnership with Strathclyde University, deliver 'Enquiry Based Learning in Primary 3' training to a further cohort of teachers and provide establishment follow up visits to support implementation of guidance provided.
- Provide universal professional learning in Dive into Data, data analysis and excel training. Provide targeted support for school leaders with low confidence/engagement to enhance use of data within school.
- Rollout Power BI platform to secondaries to improve access to data. Create tracking reports that can be shared across schools and highlight pupil progress and attainment gaps.

What is the expected Outcome/Impact?

- Consistent and robust model of tracking is in place to meet the needs of children and families within all Early Years settings.
- All eligible children access 1140 hours of high quality early learning and childcare and children experience deeper and extended learning opportunities.
- Early Years staff are highly skilled, knowledgeable and effectively support children in their learning and development.
- Parents are able to access a range of flexible provision, allowing them to work or undertake training and benefit financially from reduced childcare costs.
- Establishments are supported, challenged and empowered to improve through our revised Quality Improvement Framework.

What do we intend to do to bring about improvement?

- Develop a tracking system for Early Years that provides information on key attainment trends and enhances the transition of data into primary.
- Implement Year 1 of new QIF, to promote empowerment and greater collaboration between establishments. This will include visits to all establishments, reviews, themed visits and facilitated HT trio discussions.



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

- Increased attendance and attainment of all care experienced children and young people (CYP).
- Almost all care experienced CYP report that supports meet their needs.
- Feedback from partners (Aberlour and SPACE) indicates improvement in behaviour and relationships of identified care experienced CYP.
- 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, for example, Literacy, Numeracy, moderation, assessment, pedagogy and digital learning.
- 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.
- Pre and post CYP's survey demonstrates confidence, involvement and understanding of the importance of building on prior learning in transitions.
- Leuven's scale scores show improved attainment and engagement for all children targeted for transition support.
- Improved literacy and numeracy attainment throughout the BGE.
- Improved attainment in the Senior Phase.
- Improved leaver destinations—96%.
- Almost all establishments evaluated as 'good' or better for learning, teaching and assessment—target 91% and raising attainment and achievement—target 95%
- Number of schools achieving Reading Schools accreditation highlights the commitment of schools to improve reading.
- Winning Scotland impact report will highlight school-specific case studies that show improved engagement, enjoyment and attainment in numeracy and mathematics.
- Maths engagement surveys pre and post intervention will show a 10% decrease in the number of pupils who feel anxious about their learning in maths.
- Practitioner enquiry reports highlight that professional learning has led to sustained change and positive impact in the classroom.
- Number of DSAS and CR-IS badges will increase across LA.

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

- Post CLPL surveys will demonstrate that almost all staff have increased understanding and confidence in using digital tools and platforms to promote parental engagement.
- Digital Learning Parent survey will demonstrate increased engagement.
- Pre and post upgrade surveys will measure speed, access and use of digital tools.
- Post device roll-out surveys will show increased access to digital tools.
- QI visits, establishment reviews and focus groups of CYP and staff demonstrate the positive impact of a wide range of professional learning on practice in almost all classes.
- Professional learning evaluations will demonstrate senior leaders' and teachers' increased confidence in analysing and using data to inform improvement.
- Almost all Early Learning and Childcare 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 6.5
 - Secondary target 39.6



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?

By June 2022:

- All practitioners are confident in applying Renfrewshire's Nurturing Relationships Approach (RNRA) in their practice.
- The majority of RNRA establishments will report increased confidence in engaging parents in RNRA as a community approach.
- All RNRA Ruby level accreditation submissions include: clear evidence of parental consultation and involvement; and clear evidence of pupil consultation.
- Successful RNRA accreditation submissions will increase by 50%.
- At least half of establishments will be using the Compassionate and Connected Classroom (CCC) with upper primary children and most children report improved wellbeing.
- All targeted Pupil Support Coordinators experience supervision structures and have an increased awareness of staff wellbeing interventions. Most engage in at least one wellbeing intervention and most report increased wellbeing.
- Most parents participating in Non-Violent Resistance (NVR) groups report increase in self-efficacy and decrease in emotional and behavioural problems related to their child.
- CYP get the help they need at the right time from a skilled network with appropriate training and supervision. The voices of CYP are heard and they are supported to build strong safe relationships where their wellbeing is protected.

What do we intend to do to bring about improvement?

- Support the continued implementation of RNRA in establishments with a focus on parental engagement, pupil voice and continued development of imodule training and support through locality network meetings.
- Promote use of the Compassionate and Connected Classroom (CCC) to improve wellbeing in upper primary pupils.
- Explore the introduction of supervision structures as wellbeing interventions to support staff (Pupil Support Coordinators) in pilot establishments.
- Extend Non Violent Resistance (NVR) approaches to support additional CYP and families.
- Implement the Children and Young People Community Health and Wellbeing Strategy including development of the prevention and early intervention space using a community-based, social model of support which promotes good mental health for all children and young people.
- Extend Mentors in Violence Prevention (MVP) programme across additional secondary schools, implement a red-flag campaign in partnership with Youth Services, and extend training to other Council partners.

What is the expected Outcome/Impact?

- All PSE staff trained in Mentors in Violence Prevention (MVP), deliver effective lessons as part of the PSE programme. All young people have increased awareness of issues which affect relationships and the red flags to be aware of.
- All establishments have an evidence-based emotional literacy programme in place. Almost all practitioners use evidence-based programmes and approaches in the learning and teaching of mental, emotional and social wellbeing. Increased levels of wellbeing are evident in all CYP.
- An interactive digital progressive resource to enhance learning and teaching in Alcohol and Drugs education is developed and used effectively by most practitioners.
- Progressive and relevant Personal and Social Education (PSE) programmes are in place across all establishments to meet the Scottish Government's PSE Review deadline of March 2022.
- All practitioners have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing and that of CYP.
- HWB census data is used effectively to identify priorities for improvement.
- All CYP have increased knowledge and understanding of the mental and emotional wellbeing supports available to them and access these as required.
- All CYP and targeted parents requiring specialist HWB services e.g. Counselling, receive timely support to cope with life issues and build resilience.

What do we intend to do to bring about improvement?

- Extend implementation of emotional literacy programmes in targeted early years centres, primaries and secondaries through high quality professional learning and evidence-based approaches (e.g. Living Life To The Full and PATHS).
- Collaborate with key partners to develop and implement a new Alcohol and Drug Education resource to meet the recommendations of Renfrewshire's Alcohol and Drug Commission Report 2020.
- Continue to collaborate with the West Partnership Strategic PSE group, our MHWB Action Group and young people, regarding ongoing development of PSE/HWB resources and self-evaluation materials.
- 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. LGBT Charter, substance misuse, CEOP online safety, relationships, sexual health, understanding self-harm and suicide.
- Implement the national Health and Wellbeing census for all CYP P5–S6 and use the results to inform improvement.
- Coordinate the delivery of counselling services (Therapeutic Counselling Services and Place2Be) across primary, secondary and ASN schools. Extend to children under 10 and targeted parents.
- Develop the work of the Home Link Service and Families First to deliver on the priorities of the Community Mental Health and Wellbeing Strategy by increasing the number of staff trained and delivering on the agreed range of evidence-based approaches.

What is the expected Outcome/Impact?

- 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 CYP.
- A number of small tests of change enable aspects of the Additional Support Needs (ASN) locality inclusion model to operate effectively.
- All practitioners understand and are clear about how to respond to the distressed behaviour of CYP.
- Targeted establishments meet the national priorities and goals of 'Learning Together' and Renfrewshire's 'Walking Together with Parents in Renfrewshire' strategic goals.
- All participating families feel supported in home-school relationships, engagement, family learning and learning at home.
- All secondary schools delivering Parent in Partnership (PIP) programmes are responsive to the needs of the families. Programmes successfully reduce the anxiety and concerns of targeted families around transition to secondary.
- All schools receiving bespoke parental engagement support, have embarked in a process of self-evaluative planning with parents which will be reflected in SIP planning for session 2022-23.
- All families participating in family learning projects have increased confidence in supporting their child in literacy and numeracy through quality play and learning activities.
- The rights laid out in the United Nations Convention on the Rights of the Child (UNCRC) are embedded in policy in line with legislation.

What do we intend to do to bring about improvement?

- Implement a number of small tests of change which will operationalise aspects of the ASN locality inclusion model prior to full implementation in August 2023.
- Explore and develop the role of LISN at a systemic level as the implementation stage of the ASN review is progressed during 2021-22.
- Launch revised promoting positive relationships policy and implement across all establishments supported by appropriate training.
- Working with an academic partner from Swansea University and the Attainment Advisor, collect and evaluate good practice across establishments and provide targeted training to support the embedding of parental engagement in learning.
- Provide bespoke support to schools around co-evaluation, co-creation and improvement planning in the area of parental engagement, making use of the West Partnership Self-Evaluation Toolkit.
- Encourage and support active collaboration and engagement with parents and families to support their child's learning e.g. extend and embed the scope of Pizza Learning in targeted schools and continue to provide operational support for Parents in Partnership programme in secondaries.
- 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.
- Raise awareness of UNCRC legislation and undertake an audit to establish current position in relation to compliance in order to agree priority areas.

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).
- Over 90% of establishments achieve RNRA accreditation. Accreditation submissions audit, Action Plan sampling and feedback from focus groups 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.
- Feedback re supervision structures from Pupil Support Coordinator focus groups, small tests of change and survey information, provides evidence of improved wellbeing.
- CCC evaluations and small test of change feedback in pilot schools evidence improved wellbeing.
- Evaluations of MVP programmes in targeted schools and feedback from young people shows that MVP content meets the recommendation of the PSE review.
- Alcohol and Drugs resources are developed in collaboration with stakeholders and meet the recommendations of the Renfrewshire Alcohol & Drug Commission Report 2020.
- Evaluation data shows that PSE/HWB resources and skills of staff meet the PSE Review recommendations, reflect the current needs of CYP in Renfrewshire and take account of HWB/MH data collated by partners including Health.
- Professional learning evaluations demonstrate that almost all staff have increased knowledge and confidence in supporting the emotional wellbeing of CYP.
- 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 and parents' mental health and wellbeing.
- Test of change monitoring framework reviewed through the ASN review project operational group measures progress in implementing ASN locality inclusion model.
- Strategic discussions with LISN Chairs will demonstrate the positive impact of this approach.
- QI visits and focus groups of CYP and staff will highlight the positive impact of HWB professional learning and programmes on emotional literacy.

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

- Increase in number of schools achieving LGBT Charter Mark.
- Evaluative evidence will demonstrate the impact of projects, approaches and initiatives e.g. CYP Community Mental Health and Wellbeing strategy, ASN Review, LISN, MVP, Early Action System Change and Barnardo's projects.
- Swansea University case studies will highlight good practice in supporting parental engagement with learning and its correlation with attainment. Pre and post online surveys of parents and staff show improved understanding of, and practice around parental engagement in learning.
- Qualitative feedback and % families engaging with PIP, Pizza Family Learning, and online support hub, highlight the positive impact of the programmes on CYP and families.
- Education policies and programmes will comply with UNCRC legislation



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?

By June 2022:

- Enhanced leadership capacity at middle and senior management levels across all sectors.
- Increased capacity of Heads to think strategically following the Covid pandemic leading to greater school improvement.
- Adoption of successful practice from the Covid pandemic across establishments.
- All Heads feel valued and supported to carry out their role with confidence and competence.
- Deputes support empowered school leadership and explore collegiate and collaborative ways of working to improve outcomes for our children and young people.
- 1:1 coaching participants critically reflect on their own practice against the new GTC Standards. They enhance their knowledge and understanding of leadership and management and develop an enhanced understanding of coaching skills and techniques to further support others in their own school.
- NQTs and mentors are well supported throughout session 2021–22 to carry out their roles.
- Almost all Newly Qualified Teachers (NQTs) are recommended for full registration in their final profile submission to General Teaching Council Scotland (GTCS) in June 2022.

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 Aspiring Leadership programmes including revised primary and secondary Aspiring PT courses and revised Aspiring Heads course.
- Continue to work in partnership with Drummond International, delivering a leadership programme which supports senior leaders to return to more strategic thinking.
- Introduce Learning Sets for newly appointed Early Years Deputes and further roll out the opportunity to primary and secondary Deputes.
- Provide the opportunity to participate in 1:1 bespoke coaching programme to a group of newly appointed Head Teachers.
- Provide an enhanced package of high-quality professional learning and support for our NQTs who experienced significant disruption to their studies during the pandemic and provide support for their Mentors.
- Support secondary schools to develop leadership skills in young people through the provision of residential programmes which complement the broad general education and add significant value to learning in physical, mental, emotional and social wellbeing.
- Youth Services will seek to recruit young people as PSE Leaders who can participate and support the development and delivery of PSE programmes. Delegates will be sought from schools to participate in the Renfrewshire Youth Assembly.

What is the expected Outcome/Impact?

- All targeted young people develop increased leadership capacity, self-confidence and a variety of other skills including resilience, team working and decision making.
- Central staff and establishment senior leaders enhance their leadership capacity, improve approaches to learning and teaching and promote empowerment, excellence and equity through shared professional learning opportunities with the West Partnership.
- All new Head Teachers are informed of pertinent Renfrewshire policy and processes.
- Improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a relentless focus on equity and excellence for all children in Improving Our Classroom (IOC) programme classes.
- Early Years middle and senior leaders are highly skilled, knowledgeable and are effectively supporting staff and children in their learning and development.
- Effective practice is shared and used to improve quality across all Renfrewshire Early Years establishments.
- Early Learning and Childcare (ELC) practitioners have increased understanding of pedagogical approaches across theoretical thinking which informs individual establishment's curriculum design and practice.
- Early Years teachers and graduates effectively support establishments to implement central priorities to support children's development across core areas of the curriculum.

What do we intend to do to bring about improvement?

- Continue to roll out successful West Partnership pilot programmes from session 2020-21, including Thinking About Headship, Headteacher Learning Sets, Executive Coaching and Virtual Learning Networks and Masterclasses.
- Develop opportunities for nominated staff to undertake facilitation training with a view to expanding the scope of the Leadership Learning Sets across the West Partnership.
- Pilot Renfrewshire's Head Teacher Induction programme.
- Introduce Cohort 1 of Improving our Classrooms (IOC)—a programme of high-quality professional learning, which places classroom practitioners at the heart of leading school improvement.
- Revise and update the 'Grow Your Own' plan and continue to develop and implement the 'Grow Your Own' professional learning and training programme for early years practitioners and leaders.
- Continue to roll out the leadership programme for ELC Heads, Deputes and middle leaders, including professional learning and qualification opportunities, to meet the staffing requirements.
- In partnership with Strathclyde University, deliver high quality leadership and management training for ELC deputes, graduates and middle managers.
- Roll out the Froebel training programme in partnership with Edinburgh University.
- Progress the planned cluster working approach for early years teachers and graduates.

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

- Almost all establishments evaluated as ‘good’ or better for leadership of change—target 95%.
- Participant numbers and qualitative feedback on content of all courses reflects 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.
- Participants perform to a high standard in interview (feedback) for promoted posts.
- Education Manager reports and school records demonstrate progress towards School Improvement Plan priorities is on track.
- Standards and Quality Reports 2021-22 demonstrate significant SIP progress for all establishments.
- Qualitative data on successful recommendations for full registration June 2022.
- 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.
- Youth Services self-evaluation using ‘How Good is Our Learning in the Community’ and against the national Youth Work Outcomes measures the progress of individuals and the impact of youth work delivered.
- WP 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.
- Qualitative evaluation of Head Teacher Induction from each participant and input provider.
- Number of IOC teachers attaining GTCS Accreditation and Masters Level Credits validated by Glasgow Caledonian University.
- Care Inspectorate reports will be graded ‘good’ or better in all measures.



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?

By June 2022:

- A refreshed Senior Phase curriculum offers increased flexibility to ensure that all young people are supported to choose appropriate pathways and achieve a range of qualifications and personal achievement awards.
- A more bespoke work experience delivery model will provide opportunities for all young people to prepare for the world of work.
- All children and young people are equipped with the skills required to meet the needs of employers.
- 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 in line with the Young Person's Guarantee.
- All participating practitioners are more confident and skilled in the teaching of STEM. Children and young people benefit from motivating and engaging learning and teaching.
- Partnership between Castlehead High and Glasgow School of Art (GSA) leads to revised approaches to curriculum delivery across Expressive Arts subjects and Technology and Creative Industries Departments by end of session 2022-23.

What do we intend to do to bring about improvement?

- Review and refresh the senior phase offer in line with the recommendations of the OECD Report on 'Scotland's Curriculum for Excellence', to ensure a range of opportunities are available to young people which maximise their chances of success.
- Develop a flexible, bespoke work placement model across all schools.
- Second a Developing the Young Workforce (DYW) officer to lead on this work in partnership with schools.
- In line with the Young Person's Guarantee, strengthen links with local employers and community benefit groups to ensure that young people are provided with opportunities and are equipped for the world of work.
- Working in partnership with Skills Development Scotland (SDS), continue to support the delivery of the Career Education Standard 3-18 across schools.
- 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.
- Continue the rollout of partnership work with Career Ready Scotland, offering mentoring and work experience placements for identified young people in secondary schools.
- Continue to promote and support Developing the Young Workforce and Career Education Standard within Primary sector—include further Insight into Industry Pilots.



What do we intend to do to bring about improvement?

- Further develop My Future Pathway Programmes and extend the offer to more young people in Renfrewshire.
- Development Officer for Engaging Learners will continue to work with partners to support and mentor school leavers onto positive and sustained destinations and will provide central support for the newly recruited DYW coordinators, funded by Scottish Government (SG), for all secondaries and our 2 ASN schools.
- In partnership with the Wood Foundation and Education Scotland, participate in the RAiSE programme to increase primary practitioner confidence in the teaching of STEM.
- Extend partnership working with Glasgow Science Centre to include primary children and teachers working at First Level and increase the opportunities within the programme to further develop family learning.
- Following the pandemic, re-affirm the aims and objectives of the GSA and Castlehead High partnership and develop a GSA programme of staff training in creative approaches to curriculum delivery alongside a programme of opportunities for pupils to engage with GSA.

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 positive 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 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.
- Quarterly reports to SG highlight the positive impact of the school DYW coordinators.
- Pre and post professional learning STEM evaluations will evidence the increased confidence of primary practitioners.
- Castlehead and GSA Improvement Plans and staff training feedback demonstrate a commitment to, and enhanced knowledge and understanding of, creative pedagogies.



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