

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE23 January 2020Report by Director of EducationDRAFT STANDARDS AND QUALITY REPORT 2018 - 2019**PURPOSE OF THE REPORT**

1. To inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2018 - 2019.

RECOMMENDATIONS

2. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for stakeholders.

BACKGROUND

3. Under the terms of the Standards in Scotland's Schools etc Act 2000 education authorities have a duty to produce and publish annually a local improvement plan which details how it and its schools and services will continuously improve, and, based on this plan, a Standards and Quality Report detailing how it has sought and achieved improvements in provision.

4. The local improvement plan, upon which this report is based, was approved by the Education Committee in February 2018 and reflected the National Outcomes for Education, the Council's Community Plan; the department's contributions to the Council's Outcome Delivery Plan 2018 – 2021. The plan lists the expected outcomes and impact and is organised under the department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*". The draft Standards and Quality Report reflects the three key themes of the vision and evaluates the action taken and the improvements achieved as a result.

5. The draft Standards and Quality Report provides evidence of how the department and schools have raised the bar for all learners and at the same time reduced the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF).

REPORT

6. The department has undertaken a self-evaluation exercise which has informed the draft report. This evaluation has helped to outline our next steps which will be fed into the next local improvement plan that is the subject of a separate report to Education Committee. The draft, included as Appendix 1, highlights the very good and excellent standards and practice achieved by the department, its schools and services and is offered as a public record of some of the activities which were undertaken during the last school session, and their impact on stakeholders.

7. Evidence for the report was drawn from various sources including:

- Attainment and questionnaire data;
- Reports on schools and nurseries from Education Scotland and the Quality Improvement Team;
- Reports on Early Learning and Childcare Centres by Care Inspectorate Scotland;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services for example, Customer Service Excellence.

8. Following feedback, the format of the 2018-19 report has been designed to provide a more concise, visual and high level summary of the progress made in implementing the 2018-21 Local Improvement Plan.

9. With Committee approval, the department plans to issue the report electronically to all parents/carers of children attending an East Renfrewshire school or Early Learning and Childcare Centre. A limited number of copies of the published report will also be available in all libraries, education, sports and cultural centres and Council buildings, and will also be available to be viewed online or downloaded from the Council's website.

FINANCIAL AND EFFICIENCY IMPLICATIONS

10. There are no financial or efficiency implications arising from this report.

RECOMMENDATIONS

11. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for parents/carers.

Convener Contact Details

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Local Government Access to Information Act 1985

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Appendix

1. Draft Standards and Quality Report 2018 - 2019

Background Papers

1. Local Improvement Plan 2018- 2021

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Standards and Quality Report 2018-19



Everyone Attaining, Everyone Achieving through Excellent Experiences

Everyone Attaining, Everyone Achieving through Excellent Experiences



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East Renfrewshire Council continues to provide the highest quality services for all residents. This Standards and Quality Report clearly shows the progress made in achieving our expected outcomes and impact in the past year. Evidence for this report is gathered by the Quality Improvement Team who support schools and services in carrying out self-evaluation. External evaluation is carried out by Education Scotland and the Care Inspectorate who, in visiting our schools, commented very favourably on the practice they observed.

This year the Education Department maintained its outstanding award for Customer Service Excellence. The Education Department was found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from the Senior Management levels through to operations and front line staff. During the inspection process the assessor identified 34 areas of good practice and 'compliance plus' including a strong commitment to involving and engaging with customers throughout the service. The report highlighted that, "At the highest level, the Director of Education continues to engage with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate."

The Education Department is also fully committed to meeting the needs of the General Equality Duty, as outlined by the Equalities and Human Rights Commission, through eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations.

This Standards and Quality Report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made in the implementation of *Curriculum for Excellence* in session 2018-19.

Councillor Paul O'Kane,
Convener for Education and Equalities





The Education Department is fully committed to continuous improvement and its vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, which is at the heart of our work as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire. This report is structured under this vision and details progress over the academic year 2018-19 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2018-21. This report also clearly demonstrates the progress we have made toward the four national priorities as set out in the National Improvement Framework (NIF).

Through the implementation of *Curriculum for Excellence*, our schools and services are improving experiences for children, young people and adults, ensuring the quality of education we provide is further enhanced.

Our aim for every young person to leave school and go on to further or higher education, employment or training is being realised through the excellent standards achieved by our senior pupils in the Scottish Qualification

examinations and the continuing development of our vocational programme. The results that the young people achieved in their national examinations this year were superb. There is clear evidence we have raised the bar for all and we are closing the poverty related attainment gap.

The department is confident that it has robust self-evaluation practices in place to ensure further improvement across its schools, clusters and services. As you can see from the body of this report we have continued to improve year on year in the measures and targets we have set for ourselves or those that have been highlighted through our own internal reviews or by Education Scotland through a variety of school and service inspections.

The next steps outlined in this report will be addressed through our implementation of the Local Improvement Plan which will be used to inform school and service improvements for the next three academic sessions. Given the performance, the culture within the department and the challenges we set for ourselves, we can state that we have a very high capacity for improvement.

I am fully committed to our vision and to the highest standards in delivering a first-class education service which will benefit all of our children, young people and the residents of East Renfrewshire, ensuring we deliver excellence and equity for all.

Mhairi Shaw,
Director of Education



Background Information

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About the Education Department

In 2018-19, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-three primary schools, of which eleven have nursery classes, eight family centres and one school for children with additional support needs. The Education Department also has responsibility for Adult Learning and Facilities Management.

About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Department's Local Improvement Plan 2018-21. The Local Improvement Plan is organised under the Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.

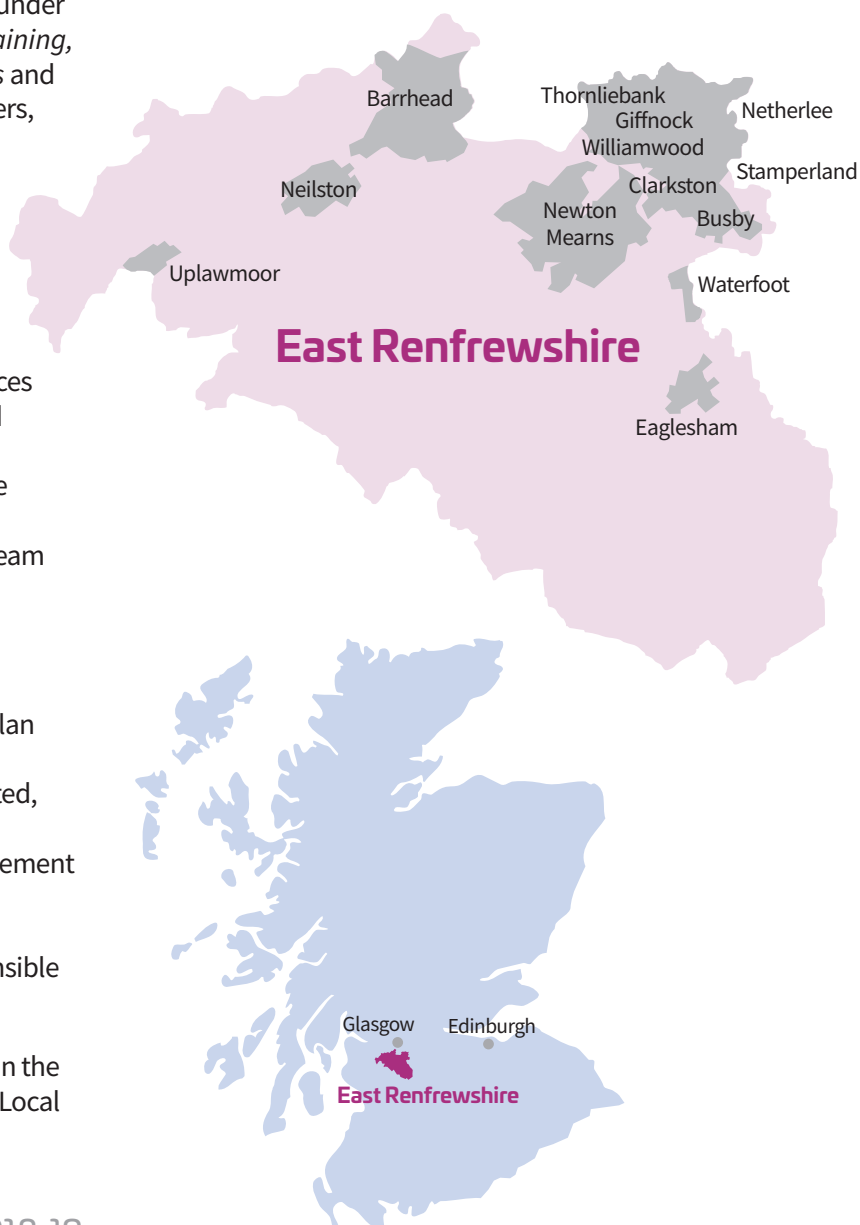
Evidence for the Standards and Quality Report is gathered through:

- Effective Transition Reviews
- Collaborative Improvement Visits
- Validated Self-Evaluations
- Education Scotland reports on schools and services
- Follow through reviews from Education Scotland inspections
- External audits by, for example, Customer Service Excellence (CSE)
- Audits carried out by the Quality Improvement Team
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

This report is also informed by:

- the Education Department's Outcome Delivery Plan
- the Scottish Government's wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included
- the Scottish Government's 2019 National Improvement Framework and Improvement Plan
- the four capacities of *Curriculum for Excellence*: successful learners, confident individuals, responsible citizens and effective contributors.

The results of this self-evaluation will be used to plan the next steps, which will be incorporated into the next Local Improvement Plan.



Schools and Services Inspected in 2018-19

During session 2018-19, a series of inspections took place to evaluate and report on standards and quality.

Education Scotland

The following schools underwent an inspection by Education Scotland:

Our Lady of the Missions Primary School

St. Ninian's High School

The following schools and nursery classes were inspected as part of Education Scotland's thematic inspections of Empowerment for Curriculum Leadership; Numeracy and Mathematics; and Empowerment for Parent and Pupil Participation:

Busby Primary School

Eaglesham Nursery Class

Eastwood High School

Thornliebank Primary School

The following school was engaged in a Follow Through to Education Scotland Inspection:

Hillview Primary School

Care Inspectorate

The following early learning and childcare centres underwent an inspection by the Care Inspectorate:

Mearns Primary Nursery Class

Cart Mill Family Centre

McCready Family Centre

Glenwood Family Centre

Hazeldene Family Centre

Calderwood Lodge Nursery Class

Glen Family Centre

Standards & Quality and Thematic Reviews

The authority's Quality Improvement Team also carries out reviews which focus on aspects of provision.

- A focused review of the Impact of Career Long Professional Learning took place, looking at the extent to which CLPL provided by the local authority and schools is improving outcomes for learners, and how effectively we share our professional learning across our schools and centres
- Schools in the Eastwood Cluster, including and Isobel Mair Family Centre, Madras Family Centre, Mearns Primary School and Nursery Class, Neilston Primary School, Uplawmoor Primary School and Eastwood High School took part in a review which looked at effective transitions for pupils moving from early years to primary and primary to secondary.
- A Validated Self-Evaluation took place in Our Lady of the Missions Primary School
- Collaborative Improvement Visits took place in secondary English and Technologies departments.



Everyone Attaining

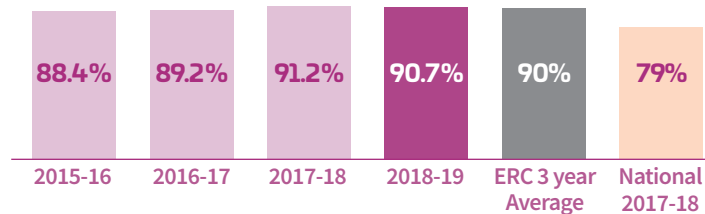
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Primary 1, 4 and 7 Combined



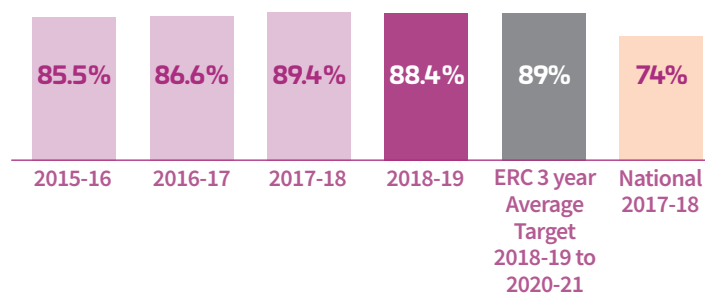
90.7%

Attained or Exceeded Expected Levels in **Reading** in 2018-19.



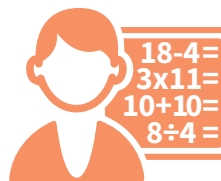
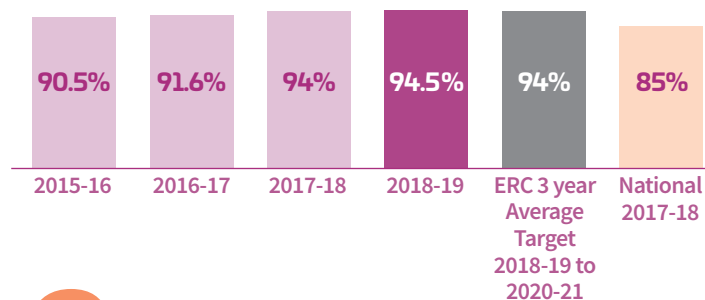
88.4%

Attained or Exceeded Expected Levels in **Writing** in 2018-19.



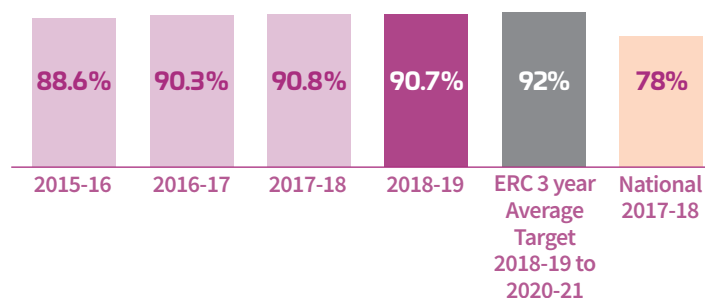
94.5%

Attained or Exceeded Expected Levels in **Talking and Listening** in 2018-19.



90.7%

Attained or Exceeded Expected Levels in **Mathematics** in 2018-19.



East Renfrewshire continues to advance equity and excellence throughout a wide range of local and national attainment measures. Our children and young people have achieved exceptionally high standards of attainment throughout the broad general education and senior phase. The attainment of East Renfrewshire school leavers continues to be the highest in Scotland across the key benchmarks at SCQF levels 5, 6 and 7.

NIF Priority 1: Improvement in attainment, particularly literacy and numeracy.

CfE Judgements

In 2018-19 almost all pupils in P1, P4 and P7 combined, achieved the appropriate Curriculum for Excellence level of attainment in the Broad General Education as measured by teacher professional judgements of progress in reading, talking and listening and numeracy with most pupils attaining the expected level in writing. The proportions of East Renfrewshire pupils in P1, P4 and P7 combined achieving the expected level in these curricular areas, are significantly higher than the latest published national proportions.

Since 2015-16 the proportion of P1, P4 and P7 pupils (combined) attaining the appropriate Curriculum for Excellence levels of progress has increased. In 2018-19 the highest ever recorded proportion of pupils at P1, P4 and P7 (combined) attained the appropriate level of progress in talking and listening whilst in the other three curricular areas, the second highest recorded proportion of pupils attained the expected level.

Senior Phase Attainment

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and mathematics has increased over the last four years, with the 2018-19 performance the highest to date in all four curricular areas at fourth level and for reading at the third level.

In 2019 young people in East Renfrewshire secondary schools attained outstanding results in Scottish Qualifications Authority (SQA) examinations. In particular:



78% of young people in S4 attained 5 or more qualifications at National 5. This was the highest performance to date and compares very favourably to the national average of 40%.

Eastwood High and Woodfarm High Schools achieved their best ever performance with 77.5% and 77.3% respectively. Barrhead High School achieved their second best result to date with 60.2% achieving this measure.



The proportion achieving 1+, 3+ and 5+ at SCQF Level 6 in S5 maintained the very high standards set in previous years with 81%, 65% and 44% respectively in 2019.

Our schools recorded best ever performances at 1+; 3+; and 5+ Level 6 in S5 in Woodfarm; Eastwood; and Barrhead and Williamwood respectively.



At Advanced Higher in S6, the authority also achieved its second best ever performance with 40.1% of the original S4 cohort achieving 1 or more Advanced Higher awards.

'The education authority conducts a rigorous review of attainment with senior leaders. Senior leaders have developed very robust tracking, monitoring and analysis of progress and attainment in the senior phase. Over time, there is a relentless focus on the use of data to get the very best outcomes for young people.'

Education Scotland Summarised Inspection Findings, St Ninian's High School June 2019



Moderation

All schools have Moderation Facilitators who have participated in focused professional learning and are able to lead developments at school, cluster and local authority levels.

The effectiveness of moderation of assessment is evidenced by the very good progress made from prior levels of attainment by children and young people between the key stages (P4, P7, S3).

98% of practitioners indicated in online evaluations that the professional dialogue allowed them to reflect on their own learning, teaching and assessment approaches and 95% had increased confidence in the integrated approach of learning, teaching and assessment as a result of the moderation activities they participated in.

"I have increased confidence in creating quality learning intentions and success criteria."

Participant

In questionnaires, 99% of teachers agreed that they were aware of their school's strategies for raising attainment for all and 93% had a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing.

Literacy strategy

The East Renfrewshire Literacy Strategy 2017-2020 aims to raise standards of literacy for all from the early years to adulthood. The strategy is building on existing good practice in East Renfrewshire and relevant research ensuring that literacy has a central and continuing focus in education. It is supported by a set of principles which provide strategic direction to our early years and school staff. It recognises the need to work with parents and partners to improve literacy across East Renfrewshire's population.



In 2018-19, professional learning sessions in Critical Literacy and 24/7 Library were very positively evaluated for their impact on practice and on teacher confidence.

“Not only did I see the children make improvements in the targeted area of attainment through the use of research to support our chosen interventions, we observed unintended gains in that the children became more engaged and motivated by learning in this way.”

Teacher



Reading Recovery

24 primary teachers across East Renfrewshire were trained in the delivery of Reading Recovery. This training was undertaken throughout the course of the year on a full time basis with staff working with two identified groups of children to support their reading development. Results have shown a marked improvement in reading for those children participating in the programme: in almost all cases, the reading age of identified pupils who had taken part in the programme increased. Almost all schools have continued with the programme this session.



Numeracy & Maths Strategy

The East Renfrewshire Numeracy & Mathematics Strategy (2018-2021) has the overarching aim to ensure all children and young people develop the numeracy and mathematics skills they need to be successful throughout life.

A reviewed set of guidance was launched with Head Teachers and practitioners early in session 2018-19 across all schools and early years establishments. This was followed by a series of professional learning opportunities for ‘Maths Champion’ practitioners to support and build confidence and fluency in maths for children, young people, parents and all those who deliver numeracy & mathematics education. A programme of professional learning for all practitioners was then provided to ensure continued progress with the recommendations of the Making Maths Count Report (2016). The programme was highly evaluated by practitioners, who detailed the impact the sessions had on their daily practice. Further professional learning is planned for next session for all sectors.

East Renfrewshire is one of eight local authorities involved in the West Partnership Maths Development Group. The group aims to take forward the recommendations made in the Making Maths Count report (2016). It was responsible for organising the 2nd Annual West Partnership Mathematics Conference to celebrate Maths Week, aimed at raising attainment in numeracy and maths. The conference was attended by over 200 delegates from across the eight local authorities involved and was highly evaluated by attendees.

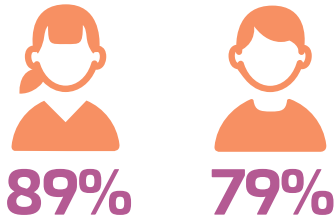


NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.

Equity is at the heart of East Renfrewshire’s Education strategy and our attainment results reflect the work of teachers to vigorously support all pupils. There is clear evidence that we have raised the bar for all and are closing the attainment gap.

Broad General Education

The department’s continuing focus on high-quality learning and teaching in our establishments, with a particular focus on improving the achievement of identified groups, continues to result in improved attainment and achievement for children on entry to Primary 1.



In 2018-19 89% of girls and 79% of boys achieved the expected developmental milestones; the gap in the achievement of boys and girls has halved since 2014-15. Overall, 84% of young children achieved the expected developmental milestones, an increase of 6% from 2017-18 and the highest proportion ever recorded.

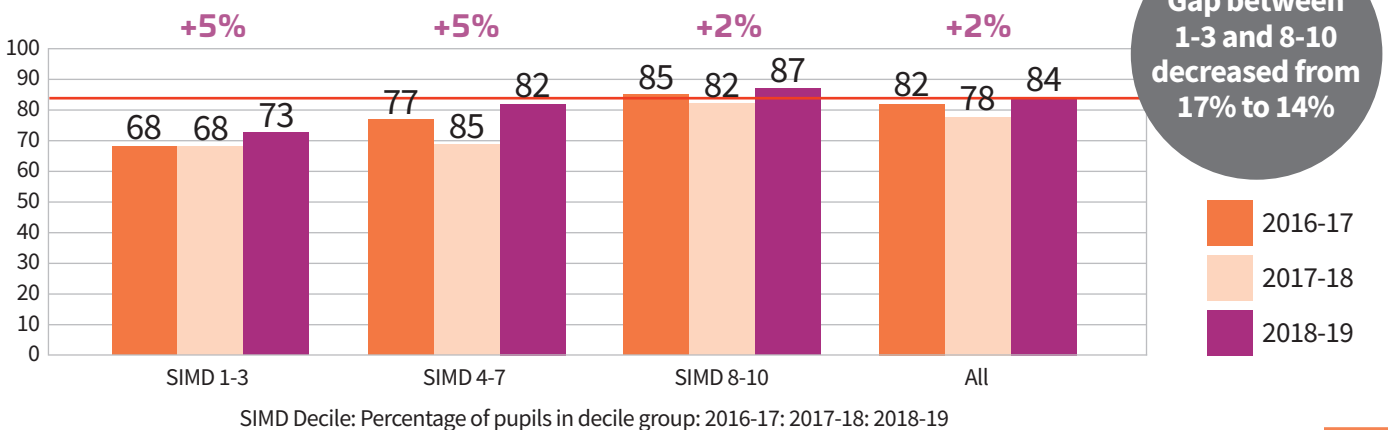
The Scottish Index of Multiple Deprivation (SIMD) can be used to identify children and young people who live in the most deprived areas in Scotland. Nationally, we compare the performance of key equity groups against overall performance to measure and monitor the poverty-related attainment gap.

The attainment of primary pupils living in SIMD 1 and 2 locations as well as those pupils registered for free school meals, has increased over the last four years in all four curricular areas. In 2018-19 the level of attainment in talking and listening was the highest ever recorded with levels of attainment in the other three curricular areas the second highest to date.

With the exception of attainment in writing, in each curricular area the proportion of pupils attaining the expected levels who are entitled to a free school meal or who reside in a Scottish Index of Multiple Deprivation (SIMD) 1 or 2 area, increased at a significantly greater rate than the entire cohort of pupils combined. With the attainment of all increasing, and the attainment of disadvantaged children increasing at a faster rate than others, East Renfrewshire Council continues to attain excellent outcomes whilst reducing the poverty related attainment gap.

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	1.5%	3%	6%
Writing	1.7%	-2%	7%
Talking & Listening	2.9%	12%	17%
Mathematics	0.4%	3%	8%

Developmental Milestones: History: by SIMD: 2016-17 to 2018-19



Pupil Equity Funding

East Renfrewshire schools were allocated a total of £1.41 million in Pupil Equity Funding (PEF) from Scottish Government for session 2018-2019. Head teachers developed plans detailing how each schools' additional funding would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap.

Head teachers reported a range of improvements as a result of PEF interventions, including improvements in:

- Attainment in reading and mathematics as measured by standardised test scores
- Numeracy and literacy progress as measured through Curriculum for Excellence levels
- Reading age of pupils, reading comprehension skills, spelling and attainment in writing
- Attendance
- Pupil motivation, engagement, confidence and self-esteem
- Pupil participation in extra-curricular opportunities.

Further detail in relation to the progress schools have made in improving outcomes through the Pupil Equity Funding during 2018-19 is available online.



External Review: Raising Attainment and Achievement

Education Scotland inspected one East Renfrewshire primary school and one secondary school in 2018-19. Both Our Lady of the Missions Primary School and St Ninian's High School were evaluated as 'excellent' for raising attainment and achievement.



Senior Phase

Within the senior phase, we compare the performance of key equity groups against overall performance to measure and monitor our impact in closing the attainment gap.

The proportion of young people with free meal entitlement in S4 attaining 5 or more National 5 A-C awards increased significantly in 2018-19 by 16% to 56%. This success has been achieved through a wide range of early intervention and support strategies that have targeted this key group.

The introduction of the new National Qualifications saw the creation of a new tariff scale - Insight points – which are used to measure and compare levels of pupil attainment. The gap in average cumulative tariff score of S4 learners between the most and least deprived reduced by 28 Insight points in 2018-19 to 126 points. This is our second best result in this area over the past five years. The average total cumulative Insight points of the lowest performing 20% increased by 7% over the past five years. The gap between the lowest and highest attaining 20% reduced by 8% in 2018-19 to 438 Insight points. This compares favourably with the national picture, providing further evidence that ERC schools have raised the bar for all and are closing the attainment gap.

School Improvement Partnership Programme

Our School Improvement Partnership Programme (SIPP) continued in 2018-19 with 16 partnerships working across East Renfrewshire schools and settings throughout the year. The programme is supported by the Educational Psychology Service and uses collaborative enquiry methods to tackle education inequality for vulnerable learners. A further five establishments in East Renfrewshire developed improvement partnerships with establishments in other local authorities across the West Regional Improvement Collaborative. Evaluations of SIPs showed that the programme supported practitioners to gather data about children's needs, plan suitable interventions for targeted learners, and evaluate the effectiveness of these interventions in improving outcomes for learners.

“Excellent collegiate working - professional, supportive, enthusiastic, realistic, flexible and inspiring. The intervention had a positive impact on the identified learners. I have reflected upon and modified my own practice. I have a new approach to share with the wider nursery/CDO team.”

Head of Centre



Early Years Strategy

A new Early Years Strategy for 2018-2021 was developed with an emphasis on collaborative working, improvement methodology and implementing change. Four teams of staff across the council are delivering services to:

- Ensure effective parenting support
- Support child development, health and play
- Improve opportunities for families to engage in fun outdoor activities within their communities
- Reduce the impact of child poverty

Highlights from 18/19 included:

- Sustained delivery of the Psychology of Parenting Programme and Family First Service
- Parenting support that works – 88% of parents who participated in Psychology of Parenting Programme reported improved behaviour of their child
- Introduction of the Cygnet parenting programme for families of children with an ASD diagnosis
- Development of the Mellow Ability parenting programme for families of children with complex additional needs
- Reduced reports of symptoms of depression, anxiety and irritability
- Parents rated the strength of their relationship with their child more highly.

Early Learning and Childcare Strategy

East Renfrewshire Council continues to invest in its current and future Early Learning and Childcare workforce to ensure that all our staff are highly skilled. This investment continues to take various forms including a focus on professional inquiry and professional learning.

A group of experienced leaders in our ELC settings and Primary Schools have continued to develop online resources to provide staff in both local authority and funded provider settings with an increasing range of high-quality learning materials to support the expansion to 1140 hours, ranging from research articles, video clips and photographs to interviews with experienced practitioners. The accessibility of this resource is designed to enable all staff to access training independently and develop the specific skills, attributes, dispositions and knowledge necessary to deepen and support children's learning and development through effective pedagogy.



'Staff had established a track record of sharing innovative and effective aspects of their work at a number of educational conferences, regional partnerships, professional networks and collaborative forums... This had contributed to a wider professional understanding of how high quality freeflow play was a key tool in raising young children's attainment.' **Care Inspectorate Report, Hazeldene Family Centre February 2019**

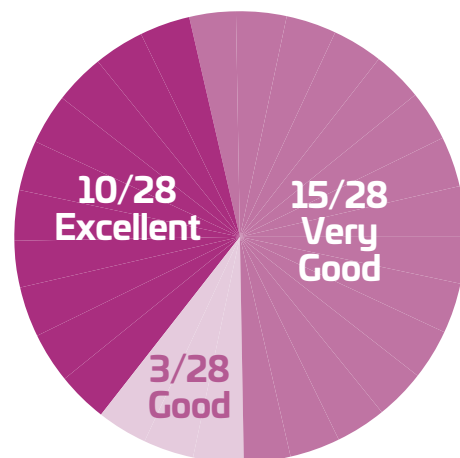


HNC Childhood Practice

The first cohort of HNC students participating in the HNC in Childhood Practice with West College Scotland have completed their studies. 14 out of 19 graduates have secured Child Development Officer Posts within East Renfrewshire Council. A second cohort of 16 members of Education Department staff and one member of staff from a funded provider graduated in May 2019. A third cohort of 19 staff embarked on the programme during 2018-19. Opportunities to participate in this career changing programme have been extended to other departments within the Council.

External Validation and Review

The focus on maintaining quality as our services expand builds on the strong foundations of our high quality services. Seven early years settings were inspected by the Care Inspectorate in session 2018/19. Of the 28 evaluations given across the seven establishments, ten were Excellent, fifteen were Very Good and three were Good.



What are we going to do now?







- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Continue to build capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools, including Insight, SNSA and the BGE Benchmarking Tool and the ability to interpret data, identify areas of need for individuals and groups of learners.
- Continue to develop and improve bespoke data analysis tools incorporating the most relevant data to support schools in improving outcomes for all.
- Continue to support and challenge schools to improve outcomes for identified groups through effective allocation of Pupil Equity Funding.
- Monitor and evaluate impact of the Numeracy & Maths Action Plan in line with the strategy.
- Continue to work with the West Partnership Development Group and celebrate Maths Week Scotland.
- Continue to deliver the Literacy strategy CLPL programme including Reading Recovery approaches.
- Continue to provide targeted interventions to support children's learning by increasing the confidence of parents most in need of support, as part of our Early Years Strategy.
- Further develop approaches to Promoting and Nurturing Early Communication and Language.
- Support leaders and practitioners to prepare for expansion to 1140 hours to ensure high quality Early Learning and Childcare for all children.
- Continue to provide support, including CLPL, for learning partnerships and expand the use of collaborative action-based research to improve outcomes for key equity groups, including by continuing some partnerships with out of authority establishments over a longer time scale.

Everyone Achieving

Achievement Awards

Young people's achievements are recognised through a wide range of awards and awarding bodies. Throughout 2018-19, working towards a variety of awards helped our children and young people develop a range of capabilities and attributes which supported them to improve their skills for life, learning and work. This session's Convener's Awards for Outstanding Achievement celebrated the successes of thirty-five young people and groups from across the authority. Our children and young people's achievements were recognised in various fields including sports, arts and creativity, community service and personal achievement. Pupil questionnaires showed that 87% of young people in East Renfrewshire agreed that the school recognised and celebrated their personal achievements, an increase of 7% from 2017-18. 90% agreed that they have opportunities to take part in school committees and groups.

The table below shows the number of young people achieving a variety of awards over the last three years. An increase in particular awards was due to schools targeting opportunities to match the skills pupils needed to develop.

Achievement Awards	2017	2018	2019
 THE DUKE OF EDINBURGH'S AWARD	485	523	663
 JOHN MUIR AWARD <small>wild places: DISCOVER EXPLORE CONSERVE SHARE</small>	368	917	613
 Saltire Awards	660	745	698
 Caritas Award <small>WITNESS REFLECT LEARN</small>	53	68	63
 youth SCOTLAND <small>The network of youth groups</small> Hi5 Youth Award	0	20	60
 HEART START <small>British Heart Foundation</small>	128	198	194



All secondary schools provided opportunities for pupils to gain awards in Sports Leadership. Achievements in Sports Leadership were recognised through a variety of awards including the Sport Leadership UK Award, SQA National Progression Awards in Sports Development and Sports Coaching, and other internal achievement awards for Sports Leadership linked to schools' own systems for recognising and celebrating achievements.

'Many young people contribute to the life and work of their community through their faith, for example through the Caritas award. In S2, all young people complete the Youth Philanthropy Initiative. This helps to embed the importance of giving back to the community through charity work. Leadership opportunities increasingly add value to young people's achievements. These include numerous volunteering opportunities being recognised through Saltire Awards, The Duke of Edinburgh's Award, The Diana Award and Volunteering Skills Award.'

Education Scotland Summarised Inspection Findings, St Ninians' High School June 2019

Professional Learning

Between August 2018 and June 2019, 305 courses were facilitated by the Quality Improvement Team – 20% more than in 2017/18 and a 99% increase compared with 2016/17. Course evaluations remained very high with 91% of participants who completed evaluations rating their learning positively. Evaluations of these courses demonstrated that attending staff felt confident that their participation would lead to a positive impact on learners. Training programmes focusing on Moderation, Literacy, Numeracy and Playful Pedagogy have significantly increased the confidence of practitioners to improve learning, teaching and assessment, and as a result, the experiences of children and young people.

 During session 2018-19, **24 teachers** were engaged in Masters (SCQF level 11) learning with the University of Glasgow and University of Strathclyde. There was a particular focus in these courses on educational leadership, professional inquiry and early years pedagogy.



Focused look at impact of Career Long Professional Learning

A *Focus on the Impact of CLPL* was carried out in December 2018. This review found that almost all teachers believe that they have good opportunities to take part in CLPL which enables them to reflect on and improve practice, and that literature, research and policy sources are increasingly used to support the process of leading and developing learning. Practitioners discuss and share their learning with a focus on collaboratively improving learners' experiences and outcomes.

'In focus groups, participants stated that in staff meetings, including departmental and faculty meetings in secondary schools, there is an increasing focus on discussion of learning and teaching and sharing of professional learning, and a move away from a more traditional business meeting approach. This has led to an increase in the confidence of practitioners to innovate and inquire.'

Report: Focus on Impact of CLPL, January 2019

In questionnaires, 93% of teaching staff agreed that they had good opportunities to take part in continuing professional development, 3% higher than data collected in 2017-18; 100% stated that their professional learning enabled them to reflect on and improve their practice, also up 3% from 2017-18.

Professional Inquiry

Schools and practitioners continued to develop their understanding and use of evidence-based change projects to improve learning in 2018-19.

A Research Hub for teacher practitioners has been established in Williamwood High School, in partnership with the University of Strathclyde, to support appropriate and impactful professional inquiry at all levels. An initial training session for all teaching staff in May 2019 was followed by one to one coaching from University of Strathclyde staff to support teaching staff in planning inquiry. Evaluations of the initial training session delivered by the University of Strathclyde provided evidence that teachers had increased confidence to make informed use of inquiring approaches.

Leadership



Schools' self-evaluation of leadership of change.

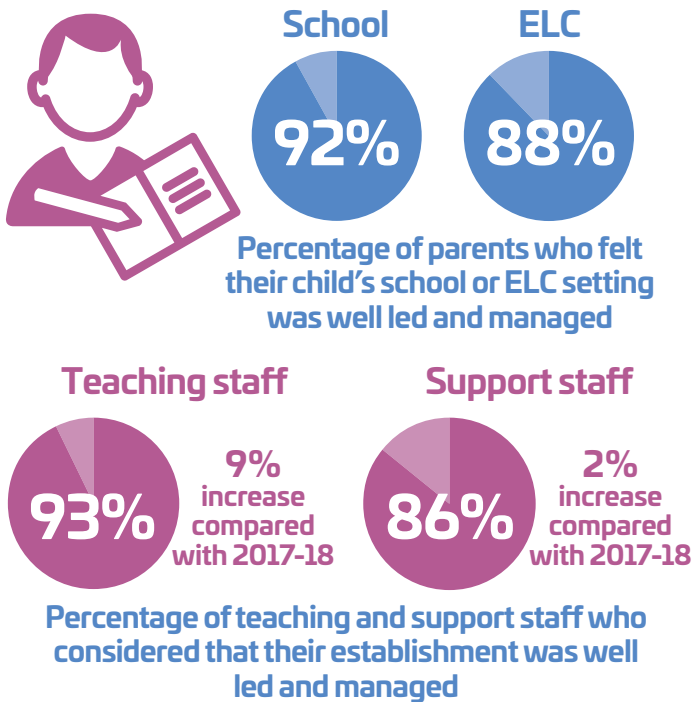
St Ninian's High School was evaluated as 'excellent' for leadership of change in an inspection by Education Scotland.

Head Teachers

Head Teachers were well supported by targeted professional learning opportunities including Head Teacher induction programmes, Secondary Head Teacher discussion forums, Head Teacher Forums (Primary and Early Years) and Head Teacher seminars. In 2018-19 two East Renfrewshire Head Teachers completed the Into Headship programme, which was devised by the Scottish College of Educational Leadership and is delivered through the University of Glasgow. On successful completion of this programme participants are awarded the Standard for Headship, which will become a pre-requisite for all new head teachers from August 2020.

East Renfrewshire's second Head Teacher Induction Programme, which was delivered to five recently appointed Primary Head Teachers, was very positively evaluated.

According to questionnaires:



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Collaborative Improvement Visits

During 2018-19 a new model for Subject Focused Collaborative Improvement Visits (CIVs) by secondary departments was piloted. The approach aims to further develop the culture of collaboration within and across schools, to drive innovation and sharing of practice and to secure collective improvement. Evaluation of Year 1 by secondary practitioners in English and Technologies showed that participation in the CIVs had provided a valued opportunity for professional learning and supported further future sharing of innovative practice across the departments.

"Being part of a visiting team provided a great opportunity to observe excellent practice in another school and to engage in meaningful professional dialogue about learning and teaching. The process has given a platform for our subject group to work collaboratively on identified areas of development in our curricular area." **Principal Teacher**

STEM Strategy

The Education Department's Science, Technologies, Engineering and Maths Strategy and an associated action plan were launched in session 2018-2019. The principal aim of the strategy is to build capacity and support the development of our staff's skills as well as developing and sustaining greater partnership working across our establishments, with partners in further and higher education, related industries and other organisations promoting a wide range of STEM activities. Good progress has been made with taking forward the actions detailed within the strategy.

This session, St Ninian's, Mearns Castle and Williamwood Clusters took part in the Primary Cluster Programme in Science and Technology delivered by SSERC. The majority of practitioners rated the sessions to be either good or very good overall.





Primary Science Quality Mark

Three East Renfrewshire primary schools were awarded the prestigious Primary Science Quality Mark in recognition of the quality of science learning and teaching in their schools. Calderwood Lodge Primary, Kirkhill Primary and Mearns Primary School all received their awards at a ceremony in March. The PSQM award scheme celebrates excellence in primary science and raises the profile of science teaching, learning and leadership in primary schools.

Effective Transitions Review: Eastwood Cluster

A review of effective transitions took place in Eastwood Cluster. The report showed that overall, learners' experiences across the primary and secondary sectors were very good. There was evidence of a range of learning and teaching approaches which offered a good balance of active learning, direct teaching and group work. All of these approaches were clearly related to the experiences and outcomes of Curriculum for Excellence.

'Across the cluster, team work amongst the staff was strong with a high level of commitment to the care, welfare and education of children and young people. Staff at all levels were knowledgeable about key aspects of the cluster's improvement agenda and were aware of the wide range of development work. All staff engaged very well in professional dialogue and gave a very good account of their own work and contribution to the school and cluster. They were keen to improve their practice and skills in the playroom/classroom.'

**Effective Transitions Review, Eastwood Cluster
November 2018**

In November 2018 staff from the Education Department participated in Education Scotland's Thematic Review of Readiness for Empowerment. The Review evaluated how well local authorities empower head teachers and schools to lead improvement, design their curriculum and manage their own staffing and budgets.

In focus groups, staff and head teachers from across the sectors commented positively on the autonomy they had to be creative and shape their own schools according to their different local needs. Head teachers noted that they felt empowered to be leaders of learning and were trusted to know their schools and make decisions accordingly. Staff at all levels felt there was strength in collaborative working across the authority and that they had high quality support from the Education Department in relation to a wide range of issues such as finance, reducing workload, professional development, improvement planning and self-evaluation.

All East Renfrewshire head teachers, heads of centre and quality improvement officers participated in a seminar on the theme of Empowerment in March 2019. This provided a valuable opportunity to further evaluate the authority's progress with empowerment and plan for continued development of our approach.

'Overall children's attainment, achievement and progress is very good; the school has a clear focus on closing the equity gap and raising attainment for key equity groups. Learners are happy, confident and enjoy making positive contributions to the life of the school and to their wider community. The teaching of literacy and numeracy is at the heart of the delivery of all aspects of the curriculum; staff make meaningful links and support pupils to transfer their learning into real life contexts.'

**Our Lady of the Missions Primary School
Validated Self-Evaluation, December 2018**

96% of teachers stated that they were actively involved in the school's on-going self-evaluation and 86% said that they have opportunities to be involved in agreeing priorities for the school. 74% of parents with children in school and 72% with children in ELC settings agreed that the school takes their views into account when making changes. 84% of pupils stated that the school listens to them and takes their views into account; this represents an increase of 12% compared with data gathered last year.

Customer Service Excellence

In January the Education Department was reassessed by SGS Customer Service Excellence and achieved a continued award of the Customer Service Excellence Standard. The subsequent report noted the service was Fully Compliant against all criteria, with 12 areas of Good Practice and a further 22 areas of Compliance Plus. The report recognises the department's continuing commitment to providing excellent services and to seeking continuous improvement. The number of areas of Compliance Plus had increased from the previous assessments in January 2016, January 2017 and January 2018 when there were ten, 13 and 17 respectively. 'Compliance Plus' is awarded for 'behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others.'

'There is an ongoing, strong corporate commitment to putting the customer at the heart of service delivery and leaders in your organisation actively support this. There are many and varied strategies to engage with customers to determine their views on service provision and ensure that high levels of customer insight are maintained.'

Customer Service Excellence Assessment Report 2019

Citizens' Panel

Through the 25th Citizens' Panel Report, published in January 2019, East Renfrewshire residents surveyed about their levels of satisfaction with the quality of service provided were very positive about the services provided by the education Department. The report shows that primary and secondary education were the two highest rated council services in the survey. 98% of respondents rated primary education as good or very good; this figure was 96% for secondary education. Further analysis within the report showed that education continued to be one of the top reasons for respondents choosing to live in East Renfrewshire.

% of satisfaction with the quality of service

	Primary education	Secondary education
2013	100%	96%
2014	98%	96%
2015	100%	98%
2016	96%	96%
2017	97%	91%
2018	96%	89%
2019	98%	96%

27

Family Centred Approaches Framework

All Early Learning and Childcare (ELC) establishments continued to offer excellent services for families. A self-evaluation framework has been implemented since 2015 which is used by staff in schools and centres to ensure Family Centred Approaches lead their practice. The self-evaluation framework has been adapted this session to be used by secondary schools from 2019.

Early Learning and Childcare establishments achieving Family Centred Status



Primary schools achieving Family Centred Status



Early Learning and Childcare establishments accredited as Family Focused at Gold Level



Two ELC establishments have been accredited as Family Focused at Gold level, having successfully demonstrated the wide range of ways in which they include parents within their service. This evaluation has been endorsed by parents who were asked to provide their views, ensuring that the evidence offered by practitioners matches the lived experience of the parents.

'Family Engagement initiatives had also provided very good opportunities for children, families and practitioners to make informed decisions about the overall quality of service provided. This had resulted in improved communication methods being implemented to support meaningful outcomes for children and families and to agree changes within the learning environment.'

Glen Family Centre Care Inspectorate Report, September 2018

Parental Engagement

The department implemented its new Parental Engagement Strategy throughout session 2018-19. The strategy outlines East Renfrewshire's commitment to an intensified, more targeted focus on engaging and involving parents in their children's learning and the life of their children's school.

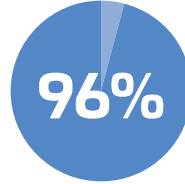
Almost all schools have created easy to understand parent versions of their improvement plans and standards and quality reports, and in best practice parents were actively involved in this to ensure that the information was being shared in a way that met their needs.

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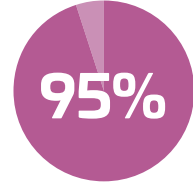


60% → 74%

Over the last three years the percentage of parents indicating in authority questionnaires that their child's school takes their views into account when making changes has risen significantly.



of parents responded that they felt comfortable approaching the school with questions, suggestions and/or a problem.

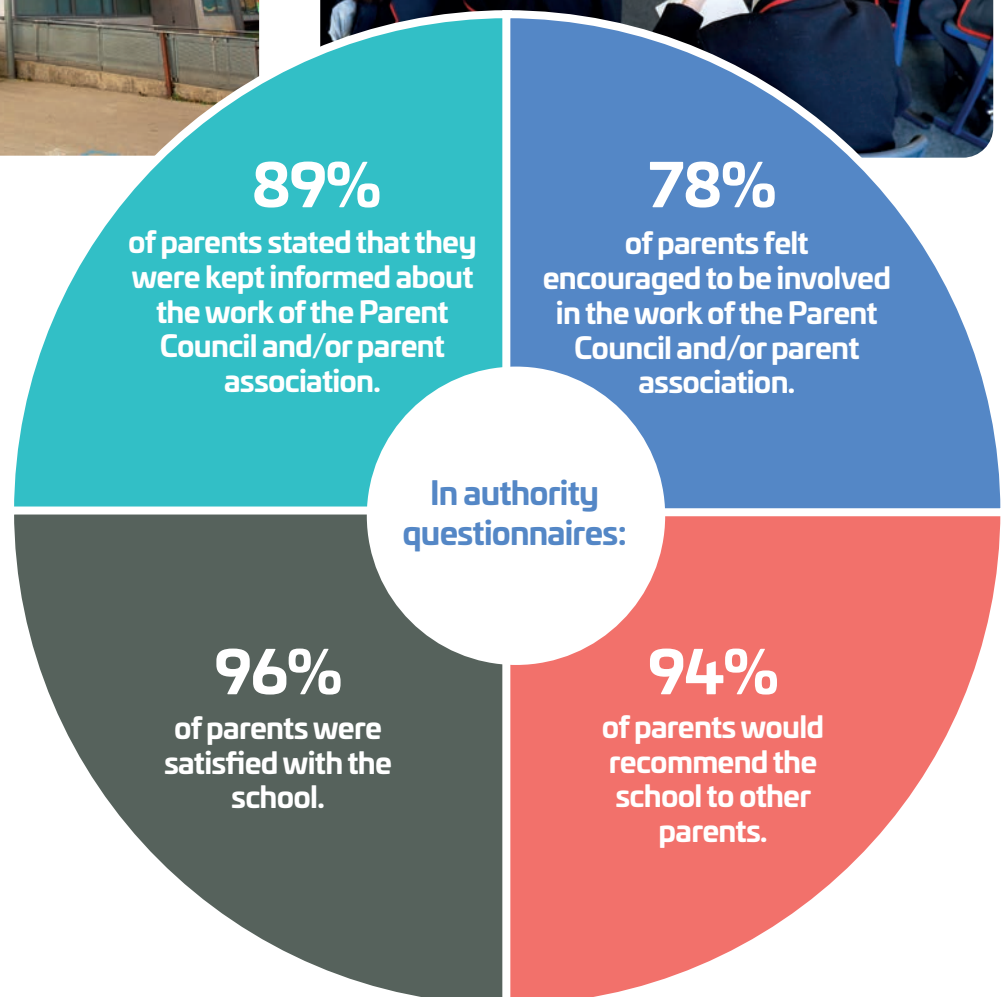


Almost all staff agreed that their school's arrangements for engaging parents in their children's learning were effective.



Parent Councils

Parent Council Forums bring together the chairperson of each parent council three times a year. This session parents have taken ownership of these meetings, suggesting agenda items and creating a self-sustaining network to facilitate communication between parent councils. In response to requests for training on particular issues, a range of local authority staff, partners and young people facilitated sessions to develop parent council representatives' understanding of the work being done in schools.



NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.



Leaver destinations

The proportion of leavers from East Renfrewshire schools transitioning to positive destinations continues to increase. 97.4% of school leavers in 2017-18 entered a positive destination, such as higher education, further education, employment, training and voluntary work; this is an increase of 1.3% from 2016-17 and is the highest ever recorded for East Renfrewshire. The school leavers follow-up survey, which is undertaken 9 months after school leaving date, indicated that 96.4% of leavers were in a positive destination. This was the second highest result ERC has ever achieved and well above the national average.



97.4%
of school leavers in 2017-18
entered a positive destination

In addition the latest participation data (2019) indicated that 96.9% of ERC 16-19 year olds were participating; this was well above the national figure of 91.6% and the highest result for mainland Local Authorities.

Throughout 2018-19 the Education Department engaged with a range of partners including the Environment Department, Skills Development Scotland, Work EastRen, and the college sector to provide work-based and work-relevant opportunities for our children and young people to prepare them for their working lives.

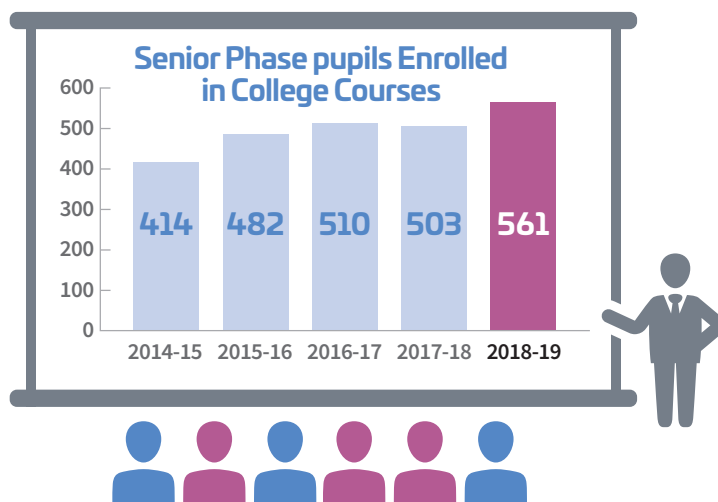


Vocational Programme

The ERC Vocational Programme delivers over 70 courses, ranging from level 1 to level 8 to around 600 students including over 60 young people undertaking Foundation Apprenticeships across a range of frameworks.

The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college and training partners who work well with us to maintain pupil progress and intervene when appropriate offering further support as required. In 2018/19 441 students out of 561 (78.6%) either completed their course or progressed onto Year 2 of a Foundation Apprenticeship.

The number of young people leaving school with vocational qualifications continues to increase over time, with many of those young people achieving qualifications at level 6 or above. In 2018-19 the percentage of young people in ERC who gained a vocational qualification at level 6 or better was 11.4%, well above the national average of 3.8%.



Adult Learning Services

Adult Learning Services supported 218 adults to achieve their work-related learning goals through Employability courses. Additional literacy support was provided to supplement and develop employability skills, increasing participants' independence. The service continued to develop its partnership with West College Scotland and Clyde College in order to provide accredited courses in the community. 23 adult ESOL learners became better equipped to apply for work and to understand the employment system in Scotland. With improved confidence and employability skills, ESOL for Work learners created a CV and felt confident enough to apply for jobs. Following these courses learners went on to utilise their skills in vocational courses, voluntary work opportunities, further education, and paid employment.

The service engaged more widely with residents when recruiting for the SQA Early Years and Childcare courses in 2018-19, to include parents with children attending Early Years centres across the authority. 19 adults, mostly parents, completed courses in Child Development and Working in Early Years and Childcare. These courses have enabled participants to progress to further study and employment, for example studying Early Years Childcare at college, taking up an Adult Apprenticeship in Childcare within East Renfrewshire or beyond.

Adult Learning Services supported

218 adults

to achieve their work-related learning goals through Employability courses.



"I came to the Adult Learning Service because I really wanted an apprenticeship in Early Years and Childcare. I discovered how to believe in myself more. I achieved the SQA Working in Early Years qualification and in May this year, with their help, I successfully got an Adult Apprenticeship in a nursery."

Adult Learner



The service continued to develop its partnership with West College Scotland and Clyde College in order to provide accredited courses in the community.

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Digital Schools Awards

Digital Schools Awards Scotland is a national award programme accredited by Education Scotland, which aims to promote, recognise and encourage a whole school approach to the use of digital technology in primary and secondary schools.

Thirteen schools achieved the Digital Schools Award in 2018-19, bringing the total number of East Renfrewshire schools having achieved the award to 17 primaries and three secondaries. St Joseph's Primary School also achieved a Cyber Resilience and Internet Safety Award. When visiting the schools, the assessors were impressed by the range of opportunities pupils had to use digital technology as an integral part of their classwork, including real life links to the world of work.

'Carolside Primary has worked hard to ensure that there is equitable access to digital technologies throughout the school. Pupils have access to a range of devices including laptops, Chromebooks and iPads, which are timetabled for use but which also allows for flexibility amongst the staff should they require additional devices for particular lessons. The school makes excellent use of the tools available in Glow such as Office 365 and they were also a trial school for G-Suite for Education, which they are using very productively across the school.'

Digital Schools Award Validation Report, Carolside Primary School



What are we going to do now?

- Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review.
- Continue to empower schools and centres to strengthen practices in self-evaluation for improvement.
- Implement the leadership strategy and work with schools to provide high quality CLPL which supports the continued improvement in learners' experiences and outcomes.
- Continue to implement the Digital Learning and Teaching Strategy and STEM Strategy.
- Extend our partnership with South Lanarkshire College, offering more opportunities for our young people both within the community and at the college.
- Continue to develop FA opportunities and support work placements as appropriate ensuring all young people gain access to work experience opportunities when they want them.
- Continue to work with Community Benefits, the DYW West Regional Group and other partners to offer further opportunities in relation to work placements, site visits and to establish more partnerships with employers and businesses.
- Use the results of recent consultation with Adult Learners to develop and provide new SQA accredited courses to meet the needs of more adult learners.
- Launch Secondary Schools Family Centred Accreditation Framework.
- Continue to implement the Parental Engagement Strategy.

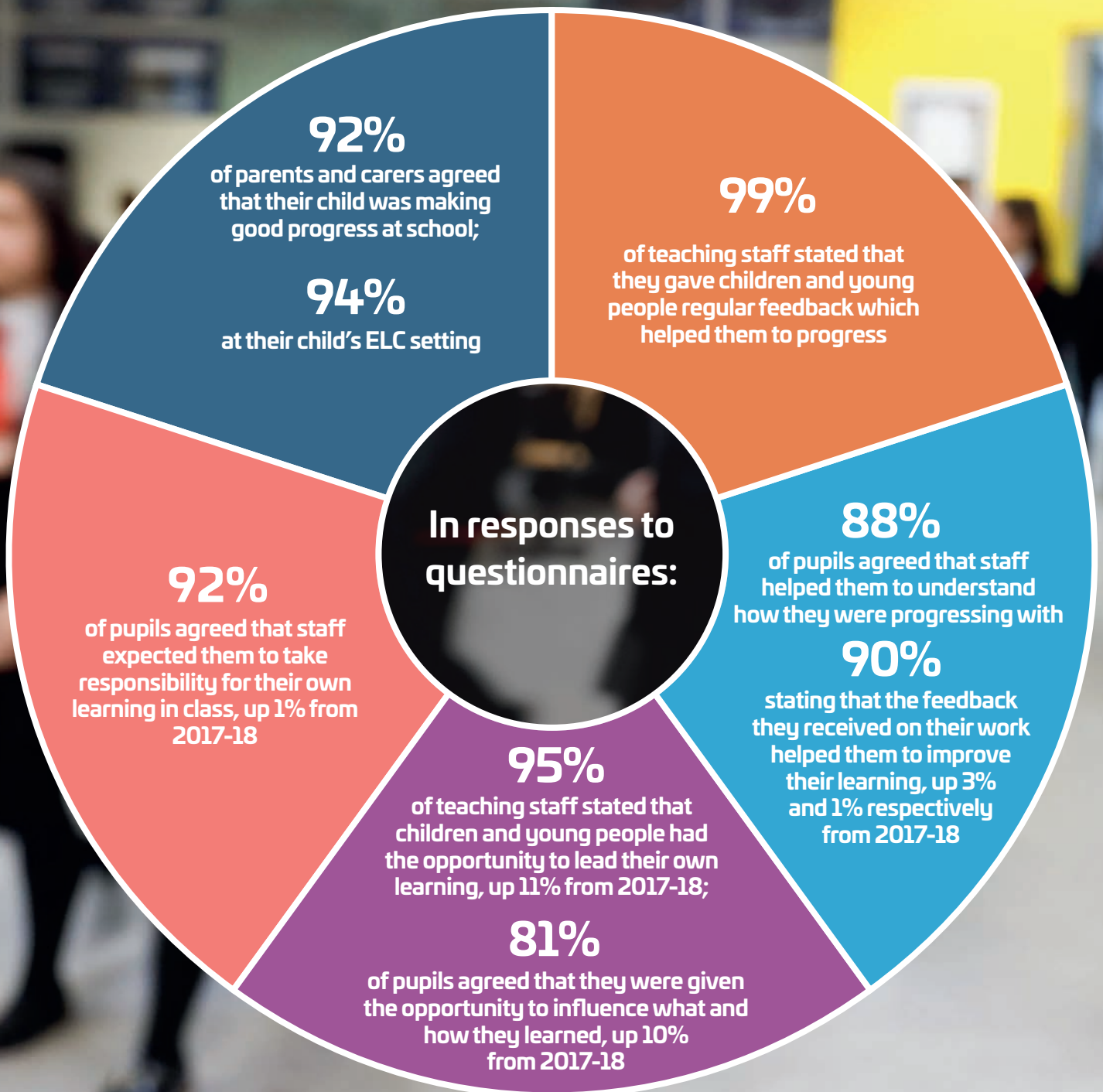
Excellent Experiences

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'The cluster's vision and ambition permeate the work of the cluster. They are key drivers for change and improvement. This has resulted in very positive and supportive relationships across the cluster. All members of the cluster community work together in an effective way. They demonstrate a commitment to the cluster's developing culture of collaboration, with everyone working together to improve attainment and achievement and provide all learners with excellent experiences.'

**Effective Transitions Review:
Eastwood Cluster, November 2018**

Through Care Inspectorate and Education Scotland inspection reports and our own reviews of schools we know that we are delivering high quality experiences which have significant impact on children, young people, and their parents and carers.





100%
good or better



58%
very good



6%
excellent

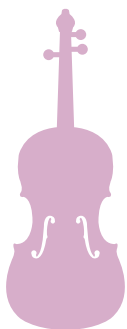
Schools' self-evaluation of learning, teaching and assessment.

In Education Scotland inspections of Our Lady of the Missions Primary School and St Ninian's High School, inspectors evaluated both as **'very good'** for learning, teaching and assessment.



Musical Success

Young musicians from across the authority enjoyed outstanding success during the Glasgow Music Festival in March. In an exceptional round of performances all six of East Renfrewshire's bands and ensembles won first place in their categories. The East Renfrewshire Schools' Senior Concert Band went on to perform in the finals of the Scottish Concert Band Festival in Perth Concert Hall, gaining a Gold Plus Award for their outstanding performance.



An S6 violinist from St Ninians High School won the Leaders Competition in the West of Scotland Schools' Symphony Orchestra in February 2019. He went on to lead the orchestra for the 2019 season of concerts and was subsequently offered scholarships for the Royal Academy of Music in London and the Royal Conservatoire of Scotland to study violin performance.

SQA Distinction

During the 2019 SQA examinations two pupils from St Ninian's High School achieved the top marks in Scotland for SQA Higher Human Biology, Advanced Higher Biology and Advanced Higher Chemistry Project. A pupil from Woodfarm High School also attained the top mark in Scotland for National 5 Chemistry, scoring 100%. The pupils were invited to receive award certificates at the "Science and the Parliament" awards ceremony event hosted by the Royal Society of Chemistry at Our Dynamic Earth in Edinburgh.



Sporting Success

East Renfrewshire pupils continued to enjoy regional, national and international success in 2018-19.

34



Formula 4

An S6 pupil from Williamwood High School became the first ever female F4 driver in the UAE Championship 2018. This follows a series of racing successes including 1st place at the Scottish Schools Championships in 2018-19.

Ice Hockey

An S3 pupil from Barrhead High School represented Scotland as part of the Scottish u15 Ice hockey team, as goalkeeper.

Triathlon

An S6 pupil from Williamwood High School achieved outstanding success in triathlon competitions throughout 2018-19 including second place in the Relay triathlon at the Triathlon European Championships. He also Represented Team GB in the Youth Olympic Games in Argentina.

Martial Arts

An S3 pupil from Mearns Castle High School excelled in a range of national and international Tae Kwon Do championships, winning the U18s Gold Medal at the Croatian International Tournament, U18s Gold Medal at the British Championship, and Bronze Medal at the European Championship in Spain. He is now training with Team GB.

Athletics

An S6 pupil from Eastwood High School enjoyed outstanding athletics success, becoming the Scottish Schools 100m and 200m champion and also the Scottish Athletics under 20 100m Champion.

Football

St Ninian's U15 football team won the Scottish Schools' Football Association U15 Scottish Shield, taking the sixth national title for St Ninian's High School football in five years.

Cycling

A pupil from Eastwood High School became Scottish Cycling Junior 10 Mile Road Race Champion and also took the silver medal in the UK Championships for the same event.

Cross Country

An S3 pupil from St Ninian's High School won the silver medal for the under 15 age group in Belfast at the IAAF Northern Ireland Cross Country Championship event. Two St Ninian's pupils also competed for Scotland in the International School's Cross Country in Dublin, finishing 9th and 20th. The Scottish team won the silver medal at the same event.

Digital Strategy

The department's Digital Learning and Teaching Strategy was published in August 2018. The strategy aims to improve access to digital technology for all learners, ensure digital technology is a central consideration in all areas of the curriculum and empower schools to lead this change. By June 2019 63% of establishments had achieved the Digital Schools Award, with 13 schools gaining this award during 2018-19. Woodfarm Cluster became only the second cluster in Scotland where all schools have achieved the award.

As part of the strategy the Education Department provided 498 Chromebooks to schools for use with pupils living in areas of higher deprivation. The devices provide equity by supporting the delivery of digital access for all learners.

'Across the school, there are many good and at times innovative uses of digital technology that enhance learning. These provide effective digital solutions to extend learning that is not normally accessible and support children's additional learning needs. The use of netbooks is integrated very well into learning across the school. The further growth of mobile technology use has enhanced the school's digital resources. For example, young children enjoy exploring the Great Barrier Reef using virtual reality headsets. This experience improved the quality of vocabulary used in their story writing about a deep sea dive.'

Education Scotland Summarised Inspection Findings, Our Lady of the Missions April 2019



British Council/HSBC Mandarin Speaking Competition

Two pupils from St Ninian's High School reached the final of the British Council/HSBC Mandarin Speaking competition in London. One of the pupils was named runner-up in the Advanced category and was subsequently invited to compete at the World Final in China in October 2019.

35 Erasmus+

Teachers from Neilston and Madras Learning Campus participated in immersion training in France during 2018-19 as part of their Erasmus+ project 'Languages at the Heart of GIRFEC'. The school has now secured a second round of funding to support their international partnership project together with schools in France and Italy. Pupils from Neilston Primary School will take part in exchange trips with pupils from France and Italy to learn more about life for young people in other countries.

In June the Education Department was awarded an Erasmus+ consortium grant to support a two-year project to continue to develop modern languages experiences across all primary schools in East Renfrewshire. The project, called 'Languages in the BGE: Beyond 1+2', will see 50 primary teachers participate in immersion training in France.



Mission Discovery

Pupils from across East Renfrewshire schools participated in Mission Discovery, a three-day educational programme run by the International Space School Education Trust in partnership with the University of the West of Scotland. The programme involves astronauts, astronaut trainers, scientists and NASA leaders and aims to teach young people about space and science, technology, engineering and mathematics (STEM)-related subjects while also encouraging them to aspire to careers in STEM.

The winning team 'Interstellar Intellectuals' included pupils from Woodfarm and Eastwood High Schools who designed an experiment exploring whether artificially increasing root pressure will improve plant growth on the International Space Station. Judges were impressed by the original nature of the experiment, the in-depth research the team carried out and the potential benefits it has for life in space. The students also learned more about what life is like in outer space from former NASA astronaut and Commander of the International Space Station, Dr Michael Foale.

36 Active Schools

Scottish Education Awards

Two East Renfrewshire Primary Schools were recognised at the Scottish Education Awards in June. Mearns Primary School and Nursery Class won the Scottish Education Award for STEM in recognition of their outstanding achievements and practice in delivering high quality experiences across Science, Technology, Engineering and Maths. Neilston Primary School and Madras Family Centre won in the 1+2 Languages category for their success in developing excellent modern languages experiences across the school and family centre.



Mearns Primary School and Nursery Class



Neilston Primary School and Madras Family Centre

Active Schools

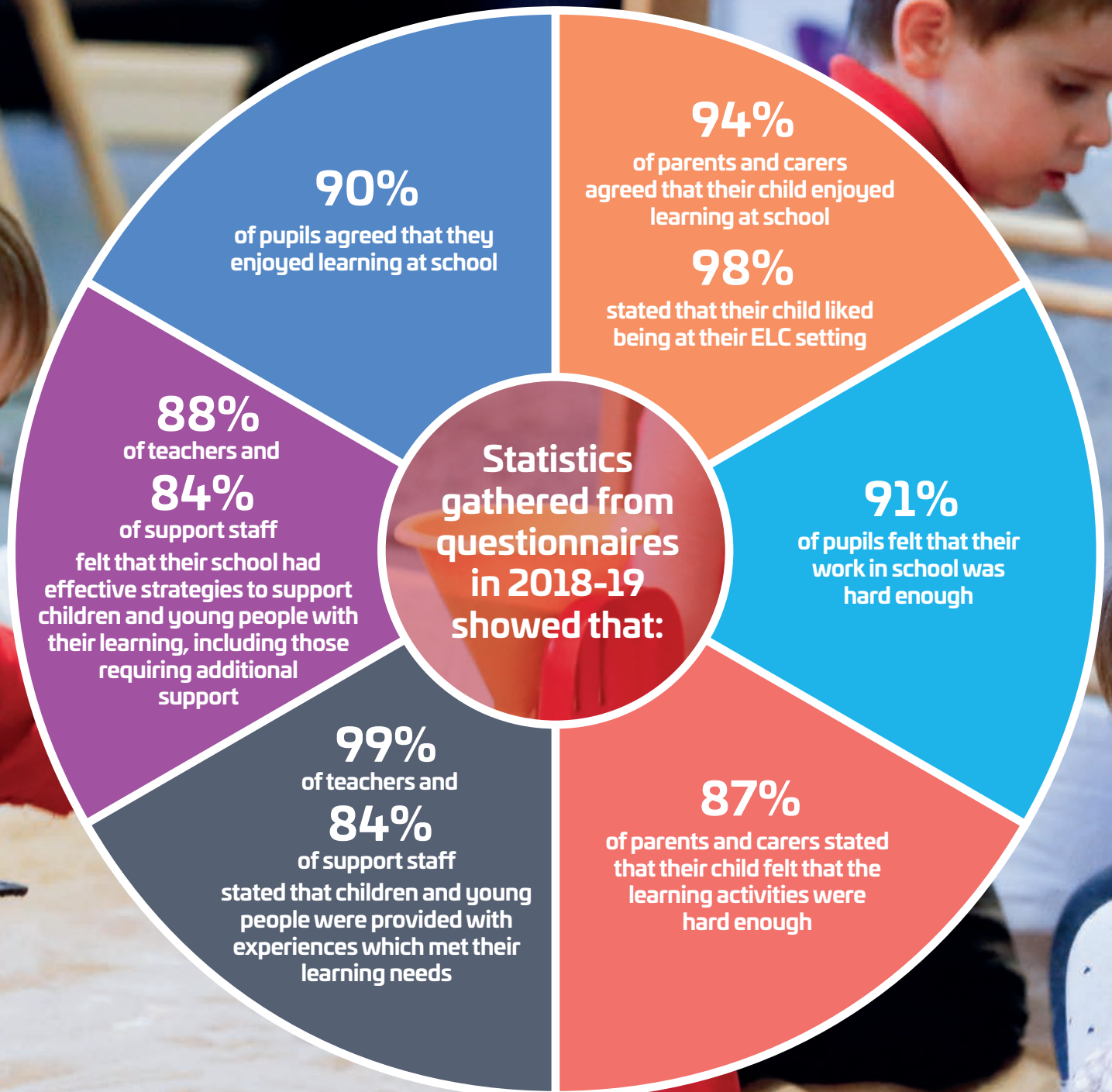
Active Schools continued to work in close partnership with schools to promote active, healthy lifestyles and to support the delivery of active opportunities for pupils. Working in partnership with Active Schools, 7200 activity sessions were delivered in schools in 2018-19, an increase of 231 compared with 2017-18. The increase in activity sessions is matched by an increase in pupil participation in activities with 169,000 participant sessions recorded – an increase of more than 19,000 on the previous year. Pupils participating are benefitting in a variety of ways by developing their strength, fitness, self-confidence, resilience and team working skills. Research has shown a strong link between higher participation and increased attainment.

School Sport Awards

Twenty schools within East Renfrewshire have successfully been awarded Gold status as part of SportScotland's School Sport Award. The School Sport Award is a recognition of the school's achievements in putting sport at the heart of the school's planning, practice and ethos.



NIF Priority 3: Improvement in children and young people's health and wellbeing.



Inclusion policy

A professional development framework was created to support the implementation of the revised inclusion policy. The framework is aimed at building capacity which further develops inclusive practices at all levels within early learning and child care centres and schools. The results of consultation highlighted the department's current strengths with respect to inclusion, such as practitioner forums, educational psychology support, input from specialist services and resources, an ethos of inclusion and committed staff. The framework will be launched and implemented during 2019-20.

Cost of the School Day

In order to help schools and services to promote and sustain a sense of equity and equality through the curriculum, further support has been provided to all establishments in embedding *Cost of the School Day* approaches. The approach aims to ensure cost is never a barrier to children and young people fully accessing the curriculum. Provision of free sanitary products to pupils, in order to address period poverty, has been rolled out across all schools.

UNICEF Rights Respecting School Awards

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with 8 schools currently holding the Gold award, 13 Silver and 10 Bronze. The award recognises achievement in putting the United Nations Convention on the Rights of the Child at the centre of the school's planning, policies, practice and ethos. Pupils are actively engaged in activities, both in and out of school, in support of their rights, which increases awareness and understanding of rights amongst pupils, parents and the wider community.



Number of schools gaining and promoting the UNICEF's Rights Respecting School Award



'Practitioners were very responsive and nurturing when meeting the personal care needs, sleep routines, dietary needs and emotional needs of individual children. They had made good use of quiet, cosy areas and the sensory room provided children with a calm, relaxing and nurturing experience after lunch and throughout the day.'

Glen Family Centre Care Inspection Report, September 2018



Eco Schools

Schools continued to pursue environmental sustainability in 2018-19 through the Eco Schools Green Flag award. This programme engages all members of the school community to participate in activities which raise awareness of local, national and global environmental issues, and promotes an active approach to tackling some of these issues. Learners' understanding of the environment and their connection to it is enriched through these activities. 31 East Renfrewshire schools now have Green Flag status.

Exclusion Rates

Our schools continue to use strategies to promote positive, nurturing and supportive relationships with our children in order to manage behaviour in a proactive and person-centred manner.

In 2018-19, no temporary exclusions were made in the primary sector. East Renfrewshire compares very favourably to the national value of 11 incidents per 1000 pupils (latest published data for 2016-17). The department set a new three year average target of 0.3 incidents per 1000 pupils for 2019-21 and is currently on track to achieve this.

In 2018-19 there was a decrease in exclusions in the secondary sector to 6.7 incidents per 1000 pupils, down from 7.4 in 2017-18. The ERC performance compares very well with the national figure of 47.7 incidents per 1000 pupils (latest published data for 2016-17). The council is currently slightly above the challenging three year average target of 5 incidents per 1000 pupils for 2018-19 to 2020-21.

Exclusions of pupils from within our Looked After community has decreased from 49.4 LAC exclusions per 1000 LAC pupils in 2017-18 to 26.3 in 2018-19.

Corporate Parenting Plan

The 2016-18 Corporate Parenting Plan was reviewed during 2018-19 in partnership with a range of stakeholders including the Champions Board. Following an audit, a report was produced in partnership with our colleagues in Health and Social Care on the quality of planning to meet the needs of care experienced children and young people who are educated outwith East Renfrewshire. The report demonstrated that very good progress has been made in developing a culture of corporate parenting and collaboration across services which has led to improved experiences and outcomes for care experienced children and young people. The education policy provides clear guidance to schools around the needs of care experienced children and young people.

"We have had a great deal of support this year in order to up-skill staff to deliver interventions for pupils in a bid to tackle barriers to their learning. Co-ordinators meetings have been very helpful especially in sharing experiences and discussing different ways to support pupils."

ASN coordinator

Educational Psychology Service

The Educational Psychology Service (EPS) has continued to support ELC settings and schools to embed the values and principles of GIRFEC through a range of training opportunities on themes such as universal and targeted support, wellbeing assessment and SMART outcome focused planning.

Very effective transition arrangements were in place for all children moving from early learning and childcare establishments to primary school and from primary school to secondary school. Statistics from the 2018-19 questionnaires showed that 90% of pupils felt they were well supported in moving to a new school in the last year, an increase of 3% compared with 2017-18. 92% of parents and carers agreed with this, up 2% from last year; 94% stated that their child was well supported if they started at the setting or moved to a new room or group in the last year, a decrease of 4% from 2017-18.



90%
of pupils felt they
were well supported
in moving to a
new school

96.3%

overall attendance rate for all primary schools



93.9%

overall attendance rate for all secondary schools
across S1-S5

Attendance

Overall attendance rate for all primary schools was 96.3%; up from 96.1% in 2017-18. The department set a new three year average target (2019-21) of 96.6% and is currently 0.3% below this value. The three year average for primary attendance from 2016-2019 was 96.3%.

In secondary, the overall attendance rate for all secondary schools across S1-S5 was 93.9%; 0.1% above that recorded in 2017-18. The new three year average target (2019-21) for the same stages has been set at 94.0% and is currently 0.1% above the value for the current year. The three year average for secondary attendance from 2016-2019 was 93.8%.

Anti-bullying policy

The annual anti-bullying return shows an increase from the previous year in the number of confirmed bullying incidents from 44 to 63. Of those 26 (2.79 per 1000) were in primary schools and 37 (4.77 per 1000) in secondary schools. The three-year average number of incidents is 57. Incidents and alleged incidents of racist behaviour were low across both primary and secondary establishments. A revised anti-bullying policy was produced in May 2019 to reflect updated national guidelines. The Education Department is working in partnership with RespectMe, the national anti-bullying organisation, to offer staff training following the implementation of the revised policy.

Health and Wellbeing

The Quality Improvement Team and Educational Psychology Service facilitated moderation activity with all seven secondary schools in the writing of wellbeing plans. Good practice in health and wellbeing has been shared through professional dialogue between practitioners, and St Ninian's High School shared the strategies that led to their successful inspection report in June 2019.

An Emotional Health and Wellbeing training programme was developed by the Educational Psychology Service and delivered within Williamwood Cluster for practitioners in primary schools, to enable them to better understand and support children and young people.

In statistics gathered from questionnaires, 84% of pupils stated that their school is helping them to become more confident, an increase of 7% compared with 2017-18. 91% of parents and carers agreed with this statement; this figure was 94% in ELC settings.



School Meals

The schools catering team was a finalist in the APSE Best and Most Improved Performer in School Catering national awards. In addition the catering team was awarded a full service Gluten Free accreditation, becoming the first school catering team in Scotland to gain this achievement. This service provision was provided by the catering team in Calderwood Lodge and St Clare's Primary Schools, who were further recognised as Team of the Year in the council-wide 'We are East Ren Awards'.

In pupil questionnaires



83%
of young people agreed that their school taught them how to be healthy

an increase of 10% from last year

95%

of parents and carers at school and in ELC settings stated that their child was encouraged to be healthy and take regular exercise



70%
of pupils agreed their school encouraged them to make healthy food choices

an increase of 14% from last year

Facilities Management

The Janitorial and Cleaning teams maintain a high level of provision of services and continued to play a key role in 2018-19, supporting the opening of Maidenhill Primary and overseeing of the maintenance and building improvements throughout the authority. The teams were Finalists in the APSE Best Performer in Building Cleaning category 2018.



Online Services

We have continued to improve our online services to parents, allowing them to interact with their child's education establishment outwith normal school/office hours. This includes cashless offices with parents paying for meals, activities and purchases through our digital solution and supported web based shops.

This year saw the introduction of a digital Primary 1 application process, allowing parents to make applications online. This has substantially reduced parent and staff time spent on the application process, reduced manual input and increased the accuracy of information.



Modernisation

2018-19 saw the main construction phase of Maidenhill Primary School and Nursery Class, an inspiring new build facility in the Maidenhill masterplan area in Newton Mearns. The new school and nursery opened as scheduled in August 2019.

Plans were further developed to establish 5 new build early years centres to support delivery of the Council's expansion to 1140 hours of free early learning and childcare by 2020. The number of places was extended at Busby Nursery Class with a new 60 place nursery established. Places were also extended at Braidbar Nursery Class, with adaptations to the outdoor space providing an improved learning environment with all year round access and inviting learning experiences.

Other projects undertaken in 2018/19 included:

- Remodelling the primary one area at St Cadoc's Primary School in advance of the new nursery class being established in August 2019
- Establishing a MUGA (multi user games area) at Busby Primary and resurfacing the MUGA at Eaglesham Primary
- Refurbishment of toilets at Carolside and Braidbar primary schools
- Remodelling two classrooms at Braidbar Primary School to provide flexible multi-purpose space
- The completion of an authority-wide Digi Hub based at St John's Primary School, to support digital learning and teaching.



What are we going to do now?

- Continue to provide high quality professional learning opportunities for all staff and moderation facilitators in the integrated approach to learning, teaching and assessment.
- Carry out a review of the implementation of 1+2 Languages.
- Continue to implement the recommendations of the Review of Learners' Experiences across Early Level.
- Implement the recommendations of the Review of the Instrumental Music Service.
- Continue to collaborate with schools, centres and partners on curriculum design to provide appropriate and flexible learning pathways for all.
- Implement the Learning for Sustainability Strategy and Health and Wellbeing Action Plan.
- Further support schools and centres to embed the corporate parenting policy and develop the culture of corporate parenting within all settings.
- Launch the HealthiER Minds framework and continue to provide high quality professional learning which supports our approach to inclusion.
- Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all schools and classrooms.
- Continue to implement aspects of the Carers (Scotland) Act 2016 that apply to Young Carers.
- Continue to work in partnership with schools and centres to realise the level of savings required whilst minimising the impact on schools and services.
- Continue to seek investment to improve the learning environment for all our children and young people and expand provision as required.
- Continue to align our financial resources to the delivery of the department's vision, ensuring effective and efficient budget management whilst supporting increased empowerment with regards to funding decisions.
- Continue to deliver new digital services, including the introduction of an online Parent Portal which will allow parents and carers to digitally interact with educational establishments for an increased range of services.
- To support the expansion of free early learning and childcare to 1140 hours from August 2020, we will open 6 new build/extended early years centres.



This document can be explained to you in other languages and can be provided in alternative formats such as large print or Braille. For further information, please contact Customer First on 0141 577 3001 or email customerservices@eastrenfrewshire.gov.uk

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